DOCUMENT RESUME

ED 346 857 IR 054 054

TITLE	School Library Media Program Connections for Learning.
INSTITUTION	New York State Library, Albany.
REPORT NO	ISSN-0006-7407
PUB DATE	91
NOTE	105p.
AVAILABLE FROM	Documents/Gift and Exchange, New York State Library, Albany, NY 12230 ($4; year's subscription $15).
PUB TYPE	Collected Works - Serials (022) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Descriptive (141)
JOURNAL CIT	Bookmark; v50 n1 Fall 1991
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Computer Networks; Course Integrated Library Instruction; Cultural Differences; Elementary Secondary Education; Futures (of Society); Information Retrieval; *Information Technology; *Learning Resources Centers; Library Collection Development; *Library Role; *Library Services; *Media Specialists; Online Systems; Reference Services; *School Libraries; Shared Resources and Services; Telecommunications; Whole Language Approach
IDENTIFIERS	New York City Board of Education

ABSTRACT

The 29 articles in this theme issue of "The Bookmark" focus on various aspects of school library media programs. The articles are as follows: (1) "School Library Media Program Connections for Learning" (Betty J. Morris); (2) "Humanity and Technology in the School of the Future" (Michael V. McGill); (3) "Community Connections in the 'New Compact' School" (John O'Rourke); (4) "Learner-Centered Electronic Schools of the Future" (Shirley L. Aaron); (5) "Electronic Reference--The School Library Revolution" (John M. DeBroske); (6) "Cooperative Collection Development in the School Library Revolution" (Eleanor R. Kulleseid); (7) "Subject Access in Online Systems: Enhancing the Curriculum Connection" (Catherine Murphy); (8) "Beyond Juan Morel Campos; Telecommunications Links for Learning" (Susan Hess); (9) "Working with New Challenges" (Glenna Davis Sloan); (10) "A Whole Language Approach to Learning in the School Media Center" (Isabel Feldman); (11) "Beyond the Melting Pot: School Library Media Center Resources for Dealing with the World of Difference" (Davis Cohen and Suzanne Li); (12) "School Library Media Center Planning: The Member Plan" Judith A. Jerome); (13) "Reach Out + Draw In = Connections" (Patricia Webster); (14) "Where Did the School library Supervisor Go?" (Carol Kearney); (15) "School Libraries in the New York City Schools" (Lucille C. Thomas); (16) "The New York City School Library System" (Sandra Kennedy Bright); (17) "One Person's Perspective: The New York City School Library System and the Advisory Council" (Rhoda E. Kleiman); (18) "Library Power" (Sheila Salmon); (19) "An 'Effective Schools Group' Becomes a Partner in the School Library Media Program" (Donna L. Chumas); (20) "A New Compact for Learning: The Role of the School Library Media Specialist" (Marjorie Rosenthal); (21) "Learning Begins before Schooling" (Judith M. Foust); (22) "Libraries after High School: Maintaining the Library Connection" (Cecile L. Saretsky); (23) "Networking and NYSERNet for Access" (Cynthia LaPier); (24) "Creating an Enriched Learning Environment in the Library Media Center" (Carol Kroll); (25) "Professional Preparation of Library Media Specialists: The State of Programs in New York State" (Michael B. Eisenberg); (26) "Access Revolution--School Library Systems and the Statewide Library Network" (Joseph Mattie); (27) "Developing Lifelong Learners through School Library Media Centers" (Robert E. Barron); (28) "Understanding the Media Connection" (Myron Sywak); and (29) Professional Organizations, the Library Media Specialist and the Student" (Helen F. Flowers). (BBM)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

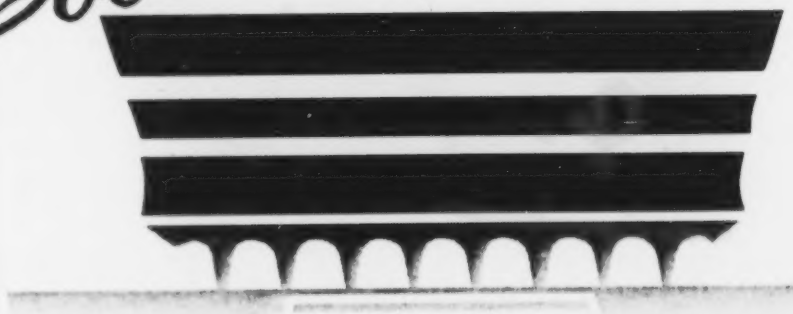
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED349859

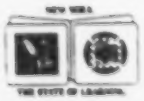
Fall 1991
Four Dollars

The Bookmark



NEW YORK STATE LIBRARY

School Library Media Program Connections for Learning



The University of the State of New York
The State Education Department
The New York State Library

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. F. Schubert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

IR054059

BEST COPY AVAILABLE

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

MARTIN C. BARELL, *Chancellor*, B.A., I.A., LL.B.	Muttontown
R. CARLOS CARBALLADA, *Vice Chancellor*, B.S.	Rochester
WILLARD A. GENRICH, LL.B.	Buffalo
EMLYN I. GRIFFITH, A.B., J.D.	Rome
JORGE L. BATISTA, B.A., J.D.	Bronx
LAURA BRADLEY CHODOS, B.A., M.A.	Vischer Ferry
LOUISE P. MATTEONI, B.A., M.A., Ph.D.	Bayside
J. EDWARD MEYER, B.A., LL.B.	Chappaqua
FLOYD S. LINTON, A.B., M.A., M.P.A.	Miller Place
MIMI LEVIN LIEBER, B.A., M.A.	Manhattan
SHIRLEY C. BROWN, B.A., M.A., Ph.D.	Albany
NORMA GLUCK, B.A., M.S.W.	Manhattan
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
WALTER COOPER, B.A., Ph.D.	Rochester
CARL T. HAYDEN, A.B., J.D.	Elmira
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D.	Staten Island

President of The University and Commissioner of Education
THOMAS SOBOL

Executive Deputy Commissioner of Education
THOMAS E. SHELDON

Deputy Commissioner for Cultural Education
CAROLE F. HUXLEY

Assistant Commissioner for Libraries and State Librarian
JOSEPH F. SHUBERT

Director of the State Library
JEROME YAVARKOVSKY

Director, Division of Library Development
ROBERTA G. CAD

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, Education Building, 89 Washington Avenue, Albany, NY 12234. Phone (518) 474-1265.

SCHOOL LIBRARY MEDIA PROGRAM CONNECTIONS FOR LEARNING

Volume 50 — Number 1
Fall 1991

ISSN 0006-7407

Editors
Joseph F. Shubert and
E. J. Josey

Issued quarterly by The State Education Department, New York State Library, Albany. Sent on exchange to libraries. Individual subscriptions within the United States, Canada and Mexico are $15.00 a year; $4.00 a copy. Annual subscriptions outside of the United States, Canada and Mexico are $20.00; $8.00 a copy. Subscriptions are available from Documents/Gift and Exchange, New York State Library, Albany, New York 12230. Make checks payable to *New York State Library.*

The Bookmark is indexed in Library Literature, Public Affairs Information Service and *CALL* (Current Awareness - Library Literature).

The Bookmark

CONTENTS

3 School Library Media Program Connections For Learning
By Betty J. Morris

6 Humanity and Technology In the School of the Future
By Michael V. McGill

12 Community Connections In the "New Compact" School
By John O'Rourke

15 Learner-Centered Electronic Schools of the Future
By Shirley L. Aaron

19 Electronic Reference — The School Library Revolution
By John M. De Broske

21 Cooperative Collection Development In the School Library Revolution *By Eleanor R. Kulleseid*

24 Subject Access In Online Systems: Enhancing the Curriculum Connection *By Catherine Murphy*

27 Beyond Juan Morel Campos; Telecommunications Links For Learning *By Susan Hess*

30 Working With New Challenges *By Glenna Davis Sloan*

33 A Whole Language Approach To Learning In the School Media Center *By Isabel Feldman*

35 Beyond the Melting Pot: School Library Media Center Resources For Dealing With the World of Difference
By David Cohen and Suzanne Li

40 School Library Media Center Planning: The Member Plan
By Judith A. Jerome

43 Reach Out + Draw In = Connections *By Patricia Webster*

46 Where Did the School Library Supervisor Go? *By Carol Kearney*

51 School Libraries In the New York City Schools
By Lucille C. Thomas

54 The New York City School Library System
By Sandra Kennedy Bright

56 One Person's Perspective: The New York City School Library System and the Advisory Council *By Rhoda E. Kleiman*

60 Library Power *By Sheila Salmon*

63 An "Effective Schools Group" Becomes A Partner In the School Library Media Program *By Donna L. Chumas*

The Bookmark

CONTENTS (continued)

66 A New Compact For Learning: The Role of the School Library Media Specialist *By Marjorie Rosenthal*

69 Learning Begins Before Schooling *By Judith M. Foust*

72 Libraries After High School: Maintaining the Library Connection *By Cecile L. Saretsky*

75 Networking and NYSERNet For Access *By Cynthia LaPier*

78 Creating An Enriched Learning Environment In the Library Media Center *By Carol Kroll*

82 Professional Preparation of Library Media Specialists: The State of Programs In New York State *By Michael B. Eisenberg*

86 Access Revolution — School Library Systems and the Statewide Library Network *By Joseph Mattie*

91 Developing Lifelong Learners Through School Library Media Centers *By Robert E. Barron*

95 Understanding the Media Connection *By Myron Sywak*

97 Professional Organizations, the Library Media Specialist and the Student *By Helen F. Flowers*

Briefer Information: The New York Public Library Names Best New Children's Books of 1991, 11; Survey Looks at Activities of Children, 65; The Greatest of Greatness, 68; Making Arrangements for Author and Illustrator Appearances, 94; Notable Computer Software for Children, 99.

SCHOOL LIBRARY MEDIA PROGRAM CONNECTIONS FOR LEARNING

The call by parents, the business community and political leaders to restructure the schools can serve as a force for the school media program to step onto center stage. School library media centers are a part of the rapidly changing school environment, characterized by opportunities afforded by computer and telecommunications technology, increased resource sharing with all types of libraries, new approaches in planning and evaluation, and astonishing increases in publishing output in both print and electronic forms. But this fact is not always sufficiently recognized.

Since the February 1989 "education summit" meeting of President Bush and the Governors to frame six education goals for the year 2000, several states have passed legislation calling for educational reform. In New York State the Regents have advanced *A New Compact for Learning*, which emphasizes assigning more responsibility to teachers and involving the total community in education planning and assessment.

The education community is focused on sharply different points of view and approaches as multiculturalism, whole language, learner outcomes, examinations, portfolio assessment, parent involvement, the electronic school and distance learning. For public education, the potential of the enactment of a voucher system in this country serves as a threatening dilemma for their existence. School library media programs are affected by all of these developments. The role of the school media specialist in making connections within and outside the school for the improvement of teaching and learning has the potential for satisfying the demand for change within the greater environment in which the school media programs operate.

In this issue of *The Bookmark*, distinguished authors describe the changes taking place in school library media services and how their connections serve teaching and learning. We commence with three articles that look to the future. The first, written by Michael V. McGill, Superintendent of North Shore Consolidated School District, characterizes humanity and technology in the school of the future. The second paper, by John R. O'Rourke, Superintendent of Fulton City Schools describes the Fulton "Early American Festival" in the context of *A New Compact for Learning*. Next, is a thought-provoking paper by Shirley Aaron, Professor of Library and Information Studies, Florida State University, which defines a learner-center electronic school of the future and one day in the life of a student in this school.

The use of technology to connect students to the resources within the school library media and the outside world is essential in our information society. John DeBroske, Director of School Libraries and Technology, Haverstraw/Stony Point Consolidated School District, describes the historical development of electronic reference sources available for student research that have the potential to make students lifelong learners. The impact of online catalogs and information retrieval systems upon subject access to information is presented succinctly by Catherine Murphy, Director of Library Media Services, Three Village School District. Susan Hess, Library Media Specialist, Juan Morel Campos Intermediate School, Brooklyn, brings to us how her curriculum-based telecommunications program links students from a variety of geographical regions and cultural backgrounds. Cooperative collection development that has evolved as a result of networking is the topic chosen for the paper by Eleanor R. Kulleseid, Director of Library Services at Bank Street College of Education, New York City.

A New Compact for Learning *emphasizes assigning more responsibility to teachers and involving the total community in education planning and assessment.*

Connecting students and teachers to the library media resources has always been a real challenge. The whole language movement and the emphasis on multiculturalism is an attempt to put resources into appropriate hands. An interesting article, by Glenna Davis Sloan, Professor, School of Education, Queens College, suggests several ways that teachers and library media specialists can work together to combat aliteracy and illiteracy. She explores the promises and challenges of "whole language" and "literature-based" literacy pro-

grams. Next, a beginning school media specialist, Isabel Feldman, observes an experienced practitioner, Marlene Schwadron, School Media Specialist, Great Neck School District, making a variety of connections through the whole language approach of using literature to teach lifelong learning skills. David Cohen, Associate Professor, Graduate School of Library and Information Studies, Queens College, and Suzanne Li, Reference Librarian, Queensborough Community College, discuss multicultural perspectives for the school library media center and identify resources for understanding cultural diversity.

Planning is an important component in designing school library media center services. Judith A. Jerome, Director, Onondaga-Cortland-Madison School Library System, gives an overview of the planning process — its steps and outcomes, citing the "member plan" for the New York State school library systems as an example of the process and how it leads to more effective communication among faculty, administrators and school library media specialists. Patricia Webster, Associate, New York State Bureau of School Library Media Programs, advocates in her article a proactive approach to planning and considers ways to make connections in the school community and reviews a planning process for those who want to initiate this critical activity.

There are fewer positions titled "School Library Supervisor" and the people who carry that title do different things than they did ten years ago. From her vantage point as a school library supervisor, Carol Kearney, Director of Libraries, Buffalo City Schools, gives a strong statement about "connections for learning" and the difference a school library supervisor can make in the learning process.

The rapidly changing school environment is characterized by opportunities

Four articles give an overview of the school library media services in New York City as the schools are being restructured. The first article, by Lucille Thomas, Library Consultant, provides an overview of the development of library services in New York City schools. Next, Sandra Kennedy Bright, Director, New York City School Library Systems, describes the New York City School Library System and its accomplishments; Rhoda Kleiman, Congruence Specialist for Library Media, Achieve Schools, New York City, describes the New York City School Library System Council and its responsibilities; and Sheila Salmon, Director, Library Power, gives an account of the Library Power program in New York City.

Developing community partnerships through the school library media program are essential to foster school support. An interesting example of a community partnership is recounted in the article by Donna Chumas, Library Media Director, Patchogue-Medford High School. Marjorie Rosenthal, Assistant Professor, Palmer School of Library and Information Science, Long Island University, discusses how library media specialists can form partnerships with administrators, teachers, parents, people in the community and public librarians.

Connections among school library media specialists, subject area teachers, curriculum professional associations, business and other types of libraries and library systems are crucial to prepare students for the 21st century. From the vantage point of school library system directors, Cynthia LaPier, Director, Schuyler-Chemung-Tioga BOCES School Library System, examines the school library media center services as partners in networks and Carol Kroll, Director, Nassau BOCES School Library System, provides an interesting look at ways of creating an enriched learning environment in the library media center.

Creative ways to make the transition into K-12 schools meaningful to young children is described in the article by Judith M. Foust, Assistant Director, Brooklyn Public Library. Another author, Cecile Saretsky, School Media Specialist, Great Neck South High School, looks at the opposite end of the spectrum by building a bridge from the high school to the academic library.

Michael Eisenberg, Associate Professor, School of Information Studies, Syracuse University, discusses how the professional education programs at schools of library and information studies in New York State are preparing school library media specialists to fulfil the roles outlined in *Information Power*. From interviews of school media faculty in the professional schools, he provides insight to how school media specialists are being professionally trained.

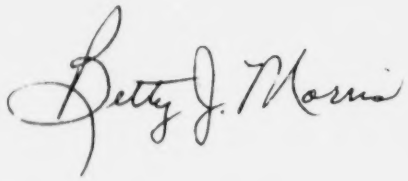
From the state-level perspective, Joseph J. Mattie, Library Development Specialist, New York State Library, gives an overview of how school library systems provide new and important connections for school library media specialists and their clients. Robert Barron, Director, Bureau of School Library Media Programs, provides an account of recent developments in the Bureau of School Library Media Programs.

There are many connections that allow the school media program to grow and flourish. Myron Sywak, points out the importance of understanding the media connection in learning how the medium and the message must be matched appropriately if school media specialists are to become effective instructional consultants. Helen Flowers, Library Media Specialist, Bayshore High School, gives a discerning look at professional organizations and how they afford the school library media specialist many ways to improve connections with students

through publications, continuing education workshops, tours of exemplary schools and conference meetings.

Our goal was to make this a thought-provoking issue. It was a pleasure to address the theme, "school library media centers' connection to learning," because it provides the opportunity to explore the school media center's role in making learning exciting through its connections within and outside the school. Some of the ideas presented may serve as the impetus for restructuring the schools of the future.

A special THANK YOU is extended to all of the authors for their time, effort, ideas and enthusiasm in writing their papers. Special thanks go to Joe Shubert and Christine Hodor for their good advice throughout the whole process. To the readers, we wish you great reading. We hope you find the articles beneficial and that you enjoy them as much as we enjoyed putting this issue together for you!



Betty J. Morris, Associate Professor
Palmer School of Library and Information Science,
Long Island University

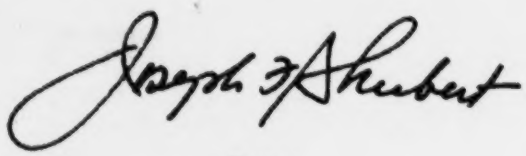
The idea for this issue of *The Bookmark* came about at an April 1991 lunch Robert Barron, Chief of the Bureau of School Library Media Programs, arranged with several library educators, State Education Department leaders and Marilyn Miller, of the University of North Carolina, then a candidate for president of the American Library Association. Betty J. Morris, Associate Professor at the Palmer School of Library and Information Science at the C.W., Post Campus of Long Island University, agreed to edit the issue.

As an early step in planning the issue, Professor Morris and I convened a focus group to discuss the changes taking place in education and school library media center services. Several of the participants in that group later agreed to write articles for this issue (Isabel Feldman, Carol Kroll, Catherine Murphy and Cecile Saretsky). Others who generated ideas for both topics and authors included Elizabeth Manion, Barbara Pandolfo, Frances Roscello, Marlene Schwadron and Rocco Staino.

As we moved closer to publication, it was clear that Betty Morris was an outstanding choice for issue editor. She brought to the task her insight and considerable experience as a librarian and teacher. Before moving to the Palmer school in 1988, she held a number of school library positions in Decatur, Alabama, served as a consultant to the Redstone Scientific Information Center and was a member of the Adjunct Faculty at the University of Alabama. She earned her professional degrees, including a Ph.D. in Administration of Higher Education, at the University of Alabama, and her B.A. in English at the University of North Alabama.

Professor Morris is the author of several books and many articles. Her most recent book is *Administering the School Library Media Center*, to be published in 1991 by the R.R. Bowker Company. We appreciate the work of Professor Morris, the authors and others who have made it possible.

With our commitment to change in education through *A New Compact for Learning*, there could be not be a more timely issue of *The Bookmark*!



Editor

HUMANITY AND TECHNOLOGY IN THE SCHOOL OF THE FUTURE

By Michael V. McGill

A century in American history is drawing to a ragged close. In the process we are once again reconceiving education.

At the birth of the new Republic, schooling was increasingly understood to be a vehicle for citizenship and a universal right. Public education had begun to displace the conglomerate of academies, private tutorials and grammar schools serving the thin ribbon of colonies that extended down the eastern seaboard. General taxation would henceforth fund schools that all children could expect to attend.

As the end of the 19th century neared, the industrial revolution and immigration from eastern and southern Europe had greatly changed the nation's face. The metaphor of the age was the great American Melting Pot — an image of new steel refined from the ores of many peoples. Schools, increasingly organized like factories, put out "products" along principles of scientific management, at least as much as they could be applied to education.

We approach the 20th century. Now the latest immigrants come, not primarily from Europe but from eastern Asia, the Asian subcontinent, the Americas to our south. Our schools have been declared in deep trouble or, worse, in bankruptcy. In a very real sense, we are in the midst of a battle for their existence.

Our President proposes a voucher system to ensure children learn: If you offer alternatives to public education, students take advantage of them; what is left of the public schools will be "leveraged" up in the competition. Others argue that voucher plans will distract attention from education's real ills. Even if the scheme were to generate alternatives, the great mass of children in our nation will be in public schools for the foreseeable future, especially in our cities. The problems are so embedded, they say, that change depends on surgery that cuts deep into existing practice at systems of tenure, at governance and so on.

The new immigration and a growing understanding that we are part of a wider world have also revived debate about the very foundations of a curriculum. This has been characterized as an argument over content. Should we teach the wisdom of the west, or should there be a new curriculum of something called multicultural studies? Yale President Benno Schmidt suggests, however, that this view of the problem misinterprets the western tradition. In fact, he says, the struggle being acted out is not between western culture and multiculturalism. It is really between the real western tradition and a political interpretation of what that tradition means.

Western thought celebrates not so much "The Truth" as the search for it. At best, its essence has always been the question, rather than the answer. Even Puritan certitude coexisted with a spirit of inquiry evident in the unlikely juxtaposition of Jonathan Edwards' sermons and his essays on nature.

This heritage, then, is inherently self-critical, questioning. And it is inclusive. The search for truth, which was the legacy of Aristotle and Plato, of Galileo and of Keppler, did not end with the Atlantic at the west, the Mediterranean at the south or the Urals at the east. Whatever its inward and self-protective impulses, the tradition was outward-looking. We were historically gleaners of ideas, expropriators of cultures. At worst, we were opportunistic and rapacious. At best, we blended the wisdom, the art, the folkways of many peoples to make something finer than any of them alone.

Because of their isolation and the number of variables involved, schoolrooms have not traditionally been good laboratories for planned behavioral change.

Schmidt proposes that political forces are trying to appropriate the idea of western culture to suit their own narrow ends. They do not see that western learning is essentially a process or that it is eclectic. Instead, they have attempted to define it as the work of certain people, a line of events that took place mostly in Europe and North America. This interpretation, he argues, is a perversion of the idea.

Schmidt's line of reasoning can be extended a step farther, for the problem can be understood not just a struggle between western culture and politics. It is also a tension between two different definitions of learning. One

assumes that an educated person has been trained in a certain corpus of knowledge. The other sees him as possessing certain abilities, what Theodore Sizer would call "habits of mind."

To this view, then, the struggle is between more and less static or narrow understandings of what western culture means. Our society is alive today precisely because the culture absorbed new ideas, threw out what no longer seemed useful. It accepted an Arabic numbering system and it ceased to bleed sick people. It did not stop with what was known in 1490 or in 1770.

A WAY OF THINKING

Ultimately, I would argue, the most important legacy of our western heritage is not a body of information. Rather, it is a way of thinking. Essentially, it involves the habit of inquiry, clarity of analysis, a capacity for self-expression, a sense of value and one's place in the man-made and natural universes. These are the marks of an educated person.

Exploration and curiosity are at the core of this tradition. They have allowed us to uncover new understandings of the truth, new perspectives that helped us know what we did not know before. This process, which we call liberal education, is metaphorically like going to a foreign place to learn things you did not know about others and to gain a different perspective that helps you understand yourself and your own experience more profoundly.

The western tradition also means that each generation must reinterpret, reject or reconfirm for itself what past generations found of value. Joseph Featherstone observes that to have meaning, knowledge must be burnished. And to scour a vessel, you do not just take it out and admire it; you must abrade it. Some of it gets worn away in the process, but that is how you keep it bright.

This process of reinterpretation has never been easy. Through the fabric of western culture runs a thread of ambivalence about innovation: the printed book; the telescope; the machine; each produced revolutions in thought and ultimately in daily life. In each era, people must have wondered whether technological advances would save or destroy, serve or dictate. The answer was often, "Both."

We continue to struggle with this problem in our own time. We popularly ask, "Does the future lie in the film *Metropolis*, or in Biosphere II's vision of science and nature happily conjoined?"

Distance learning, computers, information retrieval and so on are today's educational equivalents of the movie robots. How will we use them and they us? How will they change our culture?

So here are several premises: The process of education is most fundamentally the process of developing attitudes, abilities and habits of mind. These dispositions arise through intellectual engagement with certain ideas and understandings. Historically, the specifics of that content have been subject to change. And, in the process, we have always wrestled with the meaning and impact of new ideas and technological change.

The main purpose of the following discussion is to examine what these premises mean for schools today and tomorrow. However, first a brief, practical, interjection. Secretary of Education Lamar Alexander and Governor William Weld recently met in a Massachusetts schoolhouse to describe plans for the future of education in the Commonwealth. Predictably, a significant part of the prescription reflected the market economy agenda of choice, competition and so on. At the end, the principal commented that it was all interesting, but in view of the financial wreckage around her, what she needs is textbooks for classrooms and teachers for students.

In the midst of hard times, the American people are hearing about school choice, a new panacea in a field noteworthy for its failed panaceas. They are also hearing that they ought to be able to get better quality education for less money. If enough important people say often enough what it would be comfortable to think, perhaps it will seem true. If not, at least they may be able to distract attention from the need for direct, politically gritty, reform of boards of control, of lifelong job security, of bureaucratic self-insulation, as well as for adequate funding.

In truth, better education need not always cost more, but, without reform directly to the system, and without adequate investment, we will not have the world-class education many of our leaders say they want. Money cannot *ipso facto* guarantee excellent education, but adequate funding creates the conditions that must exist before you can have excellence. Unless these issues can be addressed satisfactorily, much of the talk about first rate schools in the year 2000 is destined to remain only that.

The school is organized into small tribes that live in figurative hilltop fortifications. They may be called English Department, Science, Mathematics and so on. Sometimes they are named First Grade, Second Grade, Third Grade.

All this may seem self-evident. Nonetheless, our city schools will not improve, as they must, if teachers carry

loads of nearly 200 students, nor can education generally be strong without adequate resources. Further, as funds grow scarce, as schools fall back into retrenchment and mere survival, faculties inevitably become more self-protective, less open to change. If money disappears, if jobs and working conditions are therefore under siege, people almost inevitably lapse into a bunker mentality. This is not a climate hospitable to better teaching and learning. The nation must face up to these realities as a precondition for quality. Having said that, let us return to the more specific issue of educational practice in our schools.

THE ESSENTIAL ELEMENT

Over 100 years ago, Mark Hopkins said that the mind is not a block of stone to be cleared of rubble or a piece of metal to be hammered and shaped, but a flame to be fed. The metaphor suggests that education is not a process of acting on a passive thing, but of ministering to be an active being. In addition, instead of understanding the artist or the smith — the teacher — as the central figure, Hopkins proposes that the flame — the student's mind — be the central figure. And the metaphor also describes a relationship between the student and the teacher, as well as a particular idea of what teaching is. The mind is active, hungry, alive. The teacher chooses what to feed it. His skill is to know how and when to do that.

In short, the relationship between teacher and learner is to this view the most essential element in learning. The act of teaching is not a virtuoso performance or a presentation of curriculum. It is much more responsive and personal, anything but egocentric.

How, then, do we promote relationships that celebrate lively minds, where students actively initiate and explore? The question suggests the need for teachers who believe that their primary task in and out of the classroom is to involve pupils in active and searching examination, testing, questioning.

Some of their activities may be quite traditional. At times, a student needs information before she can act on or use it. The teacher therefore provides readings, lectures, involves the entire group in discussion to ensure that everyone has been exposed to the same facts or ideas. The difficulty, however, is that lecture, large group discussion and so on too easily let students off the hook. It is too simple for the teacher to do the work in the front of the room and for the pupil to slide by. Lack of mastery does not show up until the test, and then it is too late to do anything about it. Also, the teacher too easily assumes that covering the material is the same as students' learning it.

Some of what looks like traditional teaching — an instructor working with an entire class — may in fact be nontraditional. Teaching is a process of discovering the student's viewpoint: his or her understandings or misunderstandings of concepts. The art of teaching is to use examples, experiments, materials or experiences that allow the student to explore the concepts from his or her viewpoint, uncover and relate them to his or her own construct of the world. Instead of delivering information or directing the class to conclusions already arrived at, the teacher asks open-ended questions that help students construct their own understandings. What does it mean, for example, that Shakespeare chose in the last line in *Romeo and Juliet* to juxtapose the two names the other way: "Juliet and her Romeo?"

Other approaches, though not novel, are less common in classrooms: seminar, experiment, independent work, student collaboration and field experience. The problem with these less centralized, more individual and active approaches is that they are superficially less efficient. It takes longer to cover what is being taught. Students too easily go astray. Depth of coverage or understanding is apt to vary.

One can, of course, argue that more traditional modes of teaching are even more inefficient if they fail to engage students. Those who have seen the film Ferris Buehler's Day Off will recall a scene in which a teacher, relentlessly, drones away at a comatose group of high school juniors. "And then, to address the trade problem, the Congress passed the.... the.... Anybody?... Anybody"... Anybody?... the Smoot-Hawley Tariff Act."

The school principal suggested that the librarian regularly go to English meetings, but lots of the discussion would be irrelevant, and, besides, the concept was vaguely threatening to everyone. Who knew what they would want or say to each other?

The barriers to more effective, engaging teaching are often associated with long-standing patterns of school organizations, time and class management. In fact, for much of the last century, we have not fundamentally changed the factory model of education or the separation of the disciplines that settled into cement during the 1880s. If in the process we lost children along the way, it was not critical to the schools, to the labor force or to our democracy. We no longer have that luxury, if we ever did.

We nonetheless continue, particularly in secondary schools, to break time into convenient blocks of 40-45

minutes. We continue to test and reward students as if the content we teach is crucial, rather than their thinking. We continue to see ourselves as specialists or librarians. And we continue to use teaching methods that prevailed at the beginning of the 1900s.

WHO AND WHAT MUST CHANGE?

Increasingly, some proponents of school reform — those associated with the Coalition of Essential Schools, for instance — assert that these practices must change if an education is to provide students the capacity to think clearly, critically, creatively; to speak and write lucidly; to understand themselves, their own and other cultures more fully; and to continue to learn.

So long as the goal of the classroom is for one teacher to transmit and 20-some students to learn a defined body of information in 180 periods of 40 minutes, the pressure for coverage is likely to push aside the seemingly less efficient practice of discovery. We see this even in elementary schools, where, although the day allows flexibility, teachers commonly divide up into segments for reading, writing, science, math, social studies.

To foster active learning, however, schools must become more holistic and collaborative. Important, difficult ideas demand reflection and consideration. That implies a need for learning in larger periods of time.

Further, we do not learn to think or express ourselves well only in science or history or simply by understanding the calculus. The skills of analysis and evaluation develop through a study of many different fields, often by making connections among them. We therefore need to present students with problems or issues that are not subject-bound, but that do require good thinking, offer insight into the subject and encourage further investigation.

That may mean teachers cover a subject less comprehensively if in the process students explore and understand in greater depth. Of course, the choice between depth and breadth of coverage is not always stark, and the result of opting for depth of thinking should in no case be a less demanding or profound education. However, decisions about content should reflect the understanding that knowing how two or three biological systems really work may ultimately be more valuable than memorizing the multiple parts of multiple systems.

HELPING STUDENTS BECOME ACTIVE LEARNERS

Then there is the challenge of getting students to be active learners. In part, this is a matter of teacher education. We know more today than ever before about what makes effective teaching. We are better able to describe it and teach it. The problem, however, is that to alter their behavior consciously, people need models, rehearsal and feedback. Because of their isolation and the number of variables involved, schoolrooms have not traditionally been good laboratories for planned behavioral change.

We may find heretical the notion that students should do much of their work from books, periodicals, art, whole bodies of print that have been transferred to disk or online service from central library services. Nonetheless, that is one way more students will become better learners than before.

In part, it is hard to get students to be more active and self-directed because of mechanical constraints. Small groups or independent projects work much more variably and unpredictably than a lecture or question-answer lesson conducted in a large group. Students have the messy habit of being individual. They do things their own way, make mistakes and get off the track the teacher might like them to be on. Operating in isolation, the teacher may understandably find all of this difficult to manage.

As things stand, the classroom teacher typically teaches his subject and resource staff provide instruction in their specialties. Usually, they are assigned set amounts of time for student contact, for preparation and for personal use.

Further, the school is organized into small tribes that live in figurative hilltop fortifications. They may be called English Department, Science, Mathematics and so on. Sometimes they are named First Grade, Second Grade, Third Grade. Though much of the time they coexist amicably, they are careful of their territory.

Even within each tribe, the members lead cooperative but less frequently collaborative lives. The eleventh grade teacher of Shakespeare and the ninth grade American Literature teacher are friendly and sometimes share suggestions or ideas, but they do not constitute a team in any normal sense of the word.

The librarian, who is not part of any tribe, asks each what books the department members would like ordered and teaches students how to use the library. When they arrive at the library's doorstep, the librarian helps them find information for research projects the teacher of

Shakespeare has assigned them. The librarian is concerned that the teacher is telling them how to do library research because teachers don't do the job the way it should be done. The librarian would like to work more closely with the English people but somehow never quite feels accepted. Part of the problem is that the librarian is locked in low-grade warfare with one of the teachers, who perpetually sends students to the library without any apparent preparation. Once, the school principal suggested that the librarian regularly go to English meetings, but lots of the discussion would be irrelevant, and, besides, the concept was vaguely threatening to everyone. Who knew what they would want or say to each other?

For students to become more active and more responsible for their learning, these familiar patterns have to change. Faculty must see each other at work, must consistently share information about students and methods, plan how to support each other's efforts and share in them. Otherwise, they will continue without the disinterested perspectives that could confirm or help them change what they are doing. Similarly, lack of support will continue to limit each person's ability to use more individual, less centralized methods of organizing a class. Even the teacher who asks students to do projects cannot, alone, find the time needed to work individually with them.

Teachers, including the resource teacher, library media specialist and reading specialist, have truly to become partners in and part of ongoing class work. That kind of collaborative would allow an English/history block of 120 minutes to break into several effective work groups. Some students would remain in the classroom. Others would seek information in the library. Teacher and librarian would then be able to act as resources to them.

Teachers have to overcome the tendency to think like specialists, must understand the purpose of what they are doing in terms of a broader liberal presentation.

In one way, there is nothing new in this idea. Classroom teachers and librarians do cooperate. But for the idea to work, the extent of mutual planning and execution has to be substantially different from what it has traditionally been in most schools. To be effective, faculty would need to plan an activity together, to know what its goals were and to help students uncover the meaning in the assignment. For the most part, this does not — and cannot — happen within the confines of traditional school organization and schedule.

Furthermore, teachers have to overcome the tendency to think like specialists, must understand the purpose of what they are doing in terms of a broader liberal presentation. For example, a social studies teacher might normally see the goal of an activity as teaching students about the connection between technological and social change in the Civil War period. A secondary goal might be to help them develop research skills. A third, less critical objective, could be to get them to write a technically proficient report.

All of these might remain important purposes in a more perfect school. However, faculty would see them through somewhat different glasses. For example, the activity would more likely be an exercise in developing a well-reasoned argument for or against the proposition that technical change in the 1860s was responsible for social change. The success of the argument would be evident in the excellence of thought and writing and would depend on the quality of research.

While the social studies teacher, English teacher and librarian would offer students their special perspectives, each from his or her own training, all would also presumably be qualified to question more generally about reasoning, to offer alternative viewpoints, to suggest different lines of inquiry. In other words, the adults would each have a stake in developing quality of thought; none would be subordinate to the others in that process.

In such schools, the most important technical contributions will be those that give students direct access to information in forms that respond immediately to their questions and understandings of the world. One of its greatest benefits is the way it promises to extend a student's ability to question and to find information without the research process itself becoming an obstacle. Online services and the rest greatly simplify the search process. By shortcutting mechanical labor, pupils can engage directly in the task of thinking. To the extent they spend their time sorting out ideas, finding what is relevant, determining which information has meaning for their purposes, the reward of the work should be much more immediate and reinforcing. Particularly if our goal is to help students become questioners and thinkers — to be scholars — that kind of support at the beginning of a school career is exceptionally important.

To many who love learning, there is something special about the heft of a book and the feel of it. The act of reading can provide an almost 19th century sense of time, opportunity for reflection, imagination and repose. Those of us who feel that way may find heretical the notion that students should do much of their work from books, periodicals, art, whole bodies of print that have been transferred to disk or online service from central

library services. Nonetheless, that is one way more students will become better learners than before.

The saying is that you are what you eat; similarly, we become what we use. To the extent that students can ask questions and readily receive a substantial response, they will discover there usually are no simple answers, only multiple, sometimes conflicting ways of understanding reality. That can only support the teacher who wants pupils to become wonderers and thinkers. What other changes our technology will work in us can only be speculation.

Visions of the future generally say more about people in their own time than they say about the future. In the early 1800s, visionaries saw utopian agrarian communities as one version of days to come. Later, Jules Verne described the wonders and the dangers of the machine. During our own century, we have reflected on darker images of technology and its meaning.

If, however, we now recall that the best of western culture is most essentially human, questioning, thinking, then perhaps a vision for education involves yet more human teaching and learning. At the center of that enterprise is the person of a child. We are here to keep and feed the flame of that child's being with whatever art we possess. Such a vision is no small thing.

Michael V. McGill *is Superintendent of Schools at North Shore Central School District at Glen Head, Glenwood Landing, Old Brookville and Sea Cliff, New York.*

THE NEW YORK PUBLIC LIBRARY NAMES BEST NEW CHILDREN'S BOOKS OF 1991

For parents, teachers and others who interact with children, sifting through all the books published each year for youngsters can be an overwhelming task. *Children's Books 1991: One Hundred Titles for Reading and Sharing*, The New York Public Library's annual bibliography of the very best new children's books, is a valuable reference to help narrow the search.

Children's Books 1991 is compiled by a group of experienced children's librarians who consider thousands of titles published during the year. The list features books for children of all ages and includes a wide variety of titles, ranging from picture books to publications which help children deal with some of the complicated problems they face in today's society. Children's Services Coordinator, Julie Cummins, writes at the opening of this year's list: "A recurring theme in this year's books for children can be encapsulated in one word: memories. Resonating through all levels and categories, memories of times, places and people are captured and conveyed through stories, historical accounts and nostalgic remembrances."

Some of the outstanding titles on this year's list for young children ages 2 to 5 include *Bigmama's* by Donald Crews (Greenwillow), about a young boy's summers in Florida with his grandmother, and *Tar Beach* by Faith Ringgold (Crown), a story told in pictures about a young girl's flight over New York City. Classic fairy tales with new twists and exciting illustrations, as well as new fairy tales, are also featured. A number of previously listed authors, such as Betsy Byars, return with new books, and a number of authors have more than one entry this year. For older children there are Mary Stolz's *Go Fish* (Harper Collins), the story of a boy who learns about his African American heritage, and *Knights of the Kitchen Table* by John Scieszka, illustrated by Lane Smith (Viking), in which a magical book transports three boys back to the days of King Arthur. Other books that journey into history *Undying Glory: The Story of Christopher Columbus* by Peter Sis (Knopf), which celebrates the 1992 quincentennial of the explorer's voyage.

Children's Books 1991 can be purchased by mail from the Office of Branch Libraries, The New York Public Library, 455 Fifth Avenue, New York, NY 10016. The purchase price is $3, and orders must be accompanied by postage ($1 each for one to five copies; $1.25 each for six to ten copies; $1.50 each for bulk orders).

COMMUNITY CONNECTIONS IN THE "NEW COMPACT" SCHOOL

By John O'Rourke

A New Compact for Learning is viewed by many as a natural development in the evolutionary pattern of American education. With its emphasis on locally defined outcomes and the collaborative involvement of all stakeholders, the *Compact* may well be part of an evolutionary pattern, but with revolutionary implications. "It takes the whole village to raise a child." The phrasing of this ancient African proverb evokes an image of traditional wisdom and knowledge being passed on from one generation to another.

The real promise of the *Compact* is that the village is involved every bit as much as the child. And for the process to be effective, both parties need access to a good library — and all that one represents. Libraries have served as both a resource and a symbol for the education enterprise. Now they need to be accepted as both a critical resource and brilliant symbol for the implementation of this initiative.

A NEW COMPACT EXAMPLE: THE EARLY AMERICAN FESTIVAL

Under *A New Compact for Learning*, the library can be the focal point of all community members working together to make yesterday and today relevant to tomorrow. The "Early American Festival" in Fulton is a near perfect example of how educators can work together in and around the library to help students make learning connections. This year Fulton Junior High School will hold its fifth Early American Festival. This annual school-wide, library-based project is a full day and evening of festivities that represent the culmination of months of research and learning activities for students and staff. The library and its resources are central to the learning that takes place.

As seventh grade students begin to study American history, the librarian and classroom teachers plan a variety of integrated lessons during which students learn and practice information skills. The students delve into and come to understand what everyday life was like for people in Early American times. For example, to come to an understanding of what it means to live under colonial rule, students read and discuss proclamations like the Stamp Act, using reproductions of original documents and newspapers. Students then produce newspapers and broadsides, writing articles and letters to the editor protesting taxes and posting broadsides on walls and bulletin boards.

Students also use library resources to research clothing and how it was made, cooking utensils and recipes, trades such as blacksmith and copper, customs for courting and marriage, schooling, crime and punishment, games and recreation, chores at home for boys and girls, farm life versus city life, transportation and so on. To demonstrate their knowledge about these topics, students make and dress in Early American clothing, put on plays and skits, read poems and tell stories. They produce catalogs displaying cooking utensils and tools, demonstrate games, make posters of school rules, make dried foods and simple confections. They even put together models of homes and villages and demonstrate quilting and cross-stitch.

The librarian prepares book talks, recommending historical novels that represent the time period. As students read their novels, they record questions that interest them. Their own questions lead students back to the library to select topics for research. Discussion of the characters, setting, plot and other aspects of the novels lends a sense of reality to their study of times long ago. Students' book reports take the form of shadow boxes depicting favorite scenes from the book, models of Iroquois longhouses, story boards illustrating plot or traditional written book reviews detailing students' opinions.

THE FESTIVAL DAY

On the day of the "Early American Festival" fourth-graders are guests of junior high school students, previewing displays, learning to dance the Virginia reel, making hummers and other simple Early American toys. They watch junior high students perform skits and listen to them sing American music of the times. They talk with adult actors who portray such local historical characters as Pierre Radisson.

The entire community takes part and is invited to participate in the festivities for two hours in the evening. Many adults from the community who have a special interest in American history or practice arts or crafts originating in Early American times come with exhibits and demonstrations. They talk with other people, sharing their knowledge, answering questions and providing hands-on experiences. Museum educators from Fort Ontario and local historical associations take part. People demonstrate such skills as stonecutting and ice harvesting, while telling attendees about the history of the

Erie Canal. Resident historians present slide shows and photo exhibits of local history. Beekeepers and herb growers, spinners and weavers, quilters and basket makers, collectors of antique firearms and children's toys all bring their skills and knowledge. They set up displays and share their interests with children and adults alike.

Every effort is made to document through library research and field trips that the details of the reenactment are authentic. Staff members visit colonial Williamsburg and other historical sites while on vacation and students take field trips to Mumford and other local historical sites.

The event is free and open to the entire community. Students write and send personal invitations to the mayor, aldermen, Board of Education, parents, families and friends. A special effort is made to include senior citizens. Eighth-grade students compose invitations to individual senior citizens, and shuttle buses provided by the school district run from senior citizen housing to the Festival and back. Students are hosts and guides for adults.

Refreshments made from Early American recipes are served. There is dulcimer music, singing and dancing everywhere. The air is filled with a festive spirit as families, adults and children of all ages in costume mix together and share the excitement of learning about our common heritage.

Through the school library, in the Festival and the weeks that precede it, Fulton Junior High School students and staff are linked with adult community members, parents, elementary students and staff, senior citizens, Fulton Public Library, local museums such as Oswego County Historical Society and Fulton Historical Association, and others. They join in a cooperative venture to present a reenactment of the way Americans lived in the time period before the Civil War.

A NEW LOOK AT THE LIBRARY AND THE COMMUNITY

We know that the festival is an effective way of teaching and learning, and we believe that the library can do more to make both teaching and learning exciting. We therefore decided to look at our libraries in Fulton in a new and broader context. We wanted to identify the needs of the entire community in cooperation with the public library. To find out what people needed, we went to the source, to the people themselves.

A series of needs assessment and planning workshops involved participants selected to represent the entire Fulton community. The group consisted of 32 participants comprised of two members of the Fulton Board of Education, three city residents, three Fulton Public librarians, two elementary teachers, two junior high teachers, two high school teachers, eight school librarians, one teacher on special assignment, two elementary principals, a secondary principal, assistant superintendent, deputy superintendent, director of the Oswego County Library System, director of instructional support at Oswego County BOCES, the mayor of Fulton and a clergyman. The focus of this group's activities was an effective school community library resource center program.

We made an important assumption at the beginning of the workshops. That assumption, which the group readily accepted, is that the school district, i.e., the educational community, and the Greater Fulton community are one and the same. Therefore, we focused on what makes an effective school-community-library resource center program.

We began by identifying users of a school community library resource center program, proceeding on the assumption that different groups in the community would have different needs to be met at local libraries. The list of potential library users is long. It includes: school children, teachers, parents, administrators, school board members, literacy volunteers, senior handicapped and disabled people, nonreaders, government, business, industry, other libraries, community organizations, college students, nursery school teachers, daycare providers, babysitters, readers of foreign languages, the media, instructional support staff, youth organizations, historians and professionals.

Once this list of potential library users had been generated, the large group divided into three or four smaller groups. It was the task of each small group to list what characteristics, attributes, services or resources would make libraries effective in meeting user needs. Each small group of workshop participants focused on one user group identified from the above list. It should be noted that participants were asked to list the "whats" as opposed to the "hows" of an effective community library resource program, to identify the characteristics of an effective program, rather than to describe how to achieve it.

After each round of small group discussion, the entire group met and a representative from each small group reported to the entire group on the list of "whats" it had generated. After reporting out or debriefing, new groups were formed to consider the next user groups on the list.

Participants were asked to assess how well their needs or functions were being met and to set priorities. Each function was rated by importance and current level

of performance. Areas where gaps were particularly noticeable included the functions of creating a positive environment, accessibility, dissemination of information, adequate resources and community linking.

The group then proceeded to generate a list of "hows" for each key function. The same process of forming and reforming small groups and reporting back to the entire group was used until all ten functions had been covered. The outcome is an extensive list of how Fulton school-community libraries can meet user needs.

Participants also developed a list of conditions that might determine the ability of the libraries to meet the needs of library patrons. They also compiled a list of 17 relating factors: the economy, cultural diversity, community support, community attitude, union contracts, costs, image of librarians, facilities, bureaucracy, ecological factors such as air quality, time, staffing, location, politics, resistance to change, presentation to change and local facilities expertise.

The information gathered during the workshops indicates that there are 10 key functions of a school-community-library resource center program These key functions include positive environment, adequate resources, socialization, entertainment, programming, community linking, a person to help, awe and wonder, accessibility and dissemination of information. These key functions form a foundation for this study.

It is this kind of experience that so clearly demonstrates the libraries' role as a brilliant symbol for the implementation of *A New Compact for Learning*. Everything done to define what an effective school-community-library resource center is and how it could look are activities fully consistent with the concepts behind the *Compact*. Libraries can "walk the talk" that is so much a part of the restructuring of public education.

But libraries are more that just a symbol. They must be a real and critical resource as we implement the *Compact*. Libraries can put all community members in contact with the information that will empower the community to deal with the implications of the *New Compact for Learning*.

John O'Rourke *is Superintendent of the Fulton City School District. He is a member of the Regents Advisory Council on Libraries and was a delegate to both the Governor's Conference on Library and Information Services and the White House Conference on Library and Information Services.*

This article was based on many of the ideas and concepts contained in *Fulton Libraries: The School Space That's Everyone's Place*. This is a report on libraries in the Fulton City Schools prepared by Theresa J. Stitt. For more information on the report, write to:

Theresa J. Stitt
Fulton City School District
167 South Fourth Street
Fulton, NY 13069

LEARNER-CENTERED ELECTRONIC SCHOOLS OF THE FUTURE

By Shirley L. Aaron

Recent technological developments have led to exciting new possibilities for learner-centered instruction. Emerging technologies that hold special promise are holography; CD-ROM, video disc and other optical storage technologies; hypertext with multimedia; virtual reality; and telecommunications. Already, educational applications of some of these technologies have found their way into cutting-edge schools. Generally, though, they are in the developmental stages, very costly or have been used exclusively in other sectors, such as engineering, architecture, medicine or the military.

A visit to a local school in the year 2000 provides examples of how these technological developments promote student-centered discovery learning.

A TYPICAL SCHOOL DAY IN THE YEAR 2000

...As we enter the school's learning area, we see a 10-year-old child named Kathy sitting at her computerized workstation. This workstation is electronically connected to other parts of the school and to her home. Kathy is telling her computer to retrieve an electronic infotainment package. (Voice technology)

She immediately receives her item from the Knowledge Center (formerly the library media center). She stores it in her personal pocket computer with the expandable high resolution screen. This screen produces images that have the same or better resolution than movie images.

We are curious about the package she has chosen. Her teacher, Ms. Allen, tells us that Kathy has retrieved the same one at least 20 times. We find that puzzling, since so many different packages are available.

As we continue to watch Kathy, an amazing thing happens. It becomes obvious that her electronic package can assume many different structures depending on her interests and inclinations. We ask her about this and she explains changes she can control. A few that she mentions are:

- The direction of the plot and the degree to which a character is included in the story — Kathy was especially interested in the horse trainer in this story. The branching ability of the electronic package enabled her to learn about the details of this character's life. She even found out the qualifications required to become a horse trainer.

  John, who had retrieved the same package, informed us that he was not at all interested in horses. He had followed the story of the main character's ancestor who was a pirate.

- The attributes of the characters — In one version of the story, Kathy chose to make herself the main character and changed all of the male characters into females.

The language in which the story is written — Kathy had the story presented in French so that she could practice her language recognition skills.

- The medium(a) used to present the story — After looking at the media options, Kathy chose to have the story illustrated with video sequences. When she got to the part of the story that takes place in a cave, she wanted to explore it. Her ability to manipulate images allowed her to create the illusion of walking around in the cave.
- The identity of the story teller — Kathy had her mother's, grandmother's and great grandmother's voices reading different versions of the story.
- The methods and styles of illustrations — She could choose the method by which the illustrations were presented, i.e., pencil, watercolor, impressionistic, etc.
- The level of difficulty of terms, ideas, reading and viewing levels — Kathy had the option of having difficult terms defined, ideas explained, words pronounced and reading level adjusted.

(Hypertext tools provide the branching capability that lets Kathy move through information packages in individualized ways. This technology can empower children to make choices and evaluate the implications of their decisions. Kathy's ability to manipulate images in different media is made possible by computer-based multimedia technology.)

Just as Kathy finishes telling us about the flexibility of the information package, her teacher motions to her. Ms. Allen has received word that the holographic transmissions will occur in 30 minutes. The class starts to move to the electronic downlink area to prepare for the interviews.

© 1991 Shirley L. Aaron. Used with permission.

We walk with the teacher who explains what is going on. This year, the class is studying connectedness from the personal to the global level. Class members are interviewing their relatives to gain a stronger sense of their personal connections.

It is Kathy's turn to interview her relatives. She can hardly wait because her grandmother's and great grandmother's images are the holograms being transmitted. They live eight hours away, but this technology allows them to be with the class this morning. Kathy's mother is just arriving with her baby brother, Ben.

Kathy goes over the questions that she and her classmates have developed. Her relatives are the sixth set of participants in this learning experience. Students have carefully charted the answers of each set of relatives. They are especially interested in examining relationships, differences and likenesses across all sets of relatives.

Right on schedule the holograms of Kathy's grandmother and great grandmother appear. As Kathy and her classmates question them about their lives, dreams, values, technologies, travels and major life events, the interviewees show pictures and illustrate their points with memorabilia. After the class finishes the interviews, they add the information to what they have already collected.

Kathy and her two best friends are engaged in a deep discussion about what in the world her grandmother did with no television when she was their age. Joey is still thinking about how different the views of various age groups are on certain environmental issues.

Suddenly Kathy's pocket computer beeps. The message is from Etienne, a member of her global learning team. He is a student in Paris, France. He taped the interview with Kathy's relatives so his class can view it when they get to school in a few hours. He wants to know if Kathy and her classmates are going to participate in interviewing his relatives. He reminds her that they need to plan carefully for the time difference if her class is going to take part in the interview.

Etienne ends his message by telling Kathy that the disturbances that were affecting the telecommunications network have been cleared up. He was able to receive clear images of her relatives, and the electronic translator picked up questions from the class and responses from the interviewees.

Kathy immediately begins to draft a reply to Etienne. She hasn't heard from the other two members of their global learning team in four days. This concerns her. Her classmates have been asking when the interviews from Japan and Great Britain will be available.

Her teacher tells Kathy not to worry. Four classmates who are on other global learning teams have not been able to obtain interview information from all of their foreign team members either.

Meanwhile, Ms. Allen encourages students to use the information they have to continue identifying similarities, differences and relationships. Already students are observing similar attitudes especially among relatives of the same generation. Kathy smiles to herself as she thinks about the spirited discussion Etienne, Hitoshi, Victoria and she will have as they analyze their findings. They are very curious to find out if the conclusions they are drawing will be reinforced by the findings of other global learning teams.

Later in the day, we catch up with Kathy again at her workstation. She is beginning her science activities. The connectedness theme is apparent here too. Kathy is investigating birds that are native to the countries of her global learning team members. She is also examining the bird's role in the "web of life."

Digitized audio and video data on CD-ROM allow Kathy to project three-dimensional images that can be manipulated on a high resolution screen. She chooses the bird that she wants to study. The three-dimensional image that appears is the same size as the actual bird. With a voice command, Kathy can see the bird in flight, hear its song, observe its habitat, identify its geographical range and examine its nest.

Today she uses computer imaging to look inside the bird and study its wing structure. She manipulates and enlarges the wing structure and then changes its position so she can get a different view. She captures the image and records her observations before she selects her next bird.

For weeks, Kathy has been recording the activities of birds around her community to complement her observations at school. Recently she found three dead birds with no apparent signs of injury. Her teacher reminded her that birds are sensitive indicators of the environment. With this thought in mind, Kathy began to look for clues around the area where she found the birds.

Forward-looking library media specialists help create active learning environments. They bring a school-wide perspective that promotes connections between learners, teachers, curriculum and technology.

Kathy's interest in birds has grown as she works on this project. She longs to experience what it is like to fly like a bird and to see things through birds' eyes.

Ms. Allen sends Kathy to talk with Fran Summers, the Knowledge Coordinator, about her project. Ms. Summers' staff coordinates the use of virtual reality activities for the school district.

Kathy enthusiastically tells Ms. Summers about her science project. She ends the description by expressing her great desire to know what it is like to fly like a bird and see things through a bird's eyes. Much to Kathy's delight, Ms. Summers says that she can arrange that experience through a technology called virtual reality.

The only group she has scheduled into the VR center this afternoon is a science class. They intend to venture into a Mesozoic swamp to observe virtual dinosaurs behaving according to scientific findings. Class members will be sharing a virtual environment for the first time.

Ms. Summers asks Kathy what she knows about virtual reality. She replies that she has heard the term, but knows very little about what it does or how it works.

In preparation for Kathy's first trip into virtual reality, Ms. Summers gives her an information package describing the fundamentals of this technology. She tells Kathy to come back after school for her trip.

As Kathy leaves, she retrieves the information package on her pocket computer. She finds that virtual reality is a computer-created world where humans can enter and move through computer-generated images in three dimensions.

Initially, architects and engineers were the most frequent users of virtual reality. They created three-dimensional images of their building or car designs. They could then walk through simulated buildings or sit in virtual sports cars before these items were built. An architect could even assume the perspective of an elementary school student and see the proposed school building through a child's eyes.

Kathy asks her computer if the architect who designed her school used this technology. The answer was no surprise to her. Three-fourths of her school was built before virtual reality was developed.

The year Kathy was born (1990) the technology was one year old. At that point it was extremely expensive. Image quality was also marginal because the computer required so much information to create the artificial world. Kathy laughed as she viewed some early images. They looked like three-dimensional construction paper people.

As she examined examples of current virtual images, Kathy was amazed. Advances in the computer and imaging technologies during the 1990s had evidently led to greatly reduced costs and a much improved simulated experience.

At 3:01 Kathy races back into the Knowledge Center. Fran Summers is waiting for her. She leads Kathy to a room at the end of the hall. She then helps Kathy put on the virtual reality gear and gives her instructions. Kathy adjusts the glove on her right hand. It is connected to sensors to track her body movements. The eye coverings project a full-color, full-motion three-dimensional scene to her eyes. As she turns her head from side to side, the computer shifts the imaginary landscape to match her movements.

In her virtual world, Kathy has become a golden eagle. She slowly raises her arm and points her index and middle fingers straight up. She senses the ground falling away although her feet are on the floor. She opens her eyes. She is soaring far above the earth.

Her powerful wings flap occasionally as she surveys the mountains below. Nothing has prepared her for the majesty of this moment....

CREATING ELECTRONIC ENVIRONMENTS WHERE STUDENTS LEARN ACTIVELY AND ACHIEVE EDUCATIONAL GOALS

For Kathy to soar like an eagle or be part of a global learning team, sweeping changes must occur. Active learning environments like the one in Kathy's school require that technologies be seamlessly integrated into classroom activities. They also demand that traditional beliefs about school-based resource collections be reevaluated.

Efforts to move in this direction are complicated by the present organization of schools and the methods by which students are taught. Further, many teachers are reticent to use newer technologies to promote active learning.

Often library media specialists compound the problem because their knowledge is limited to traditional technologies and ideas of effective schooling. They have no systematic way of assimilating new developments and eliminating ideas and practices that have outlived their usefulness. Under these circumstances, technologies with the potential to stimulate learning fail to receive consideration.

Forward-looking library media specialists can play an important collaborative role in helping educators create active learning environments. They bring a school-wide perspective that promotes connections between learners, teachers, curriculum and technology. They also have the basic expertise required to work effectively with innovative technologies and to help teachers incorporate these tools.

Whether educators will recognize these skills and use them to improve education is still uncertain. Much depends on how library media specialists define their role and perceive the changing nature of resource based learning.

THE LIBRARY MEDIA SPECIALIST'S ROLE

Educators frequently acknowledge library media specialists' traditional role in making print and audiovisual

technologies available. They less often recognize the library media specialist's leadership role in promoting emerging technologies to create learning environments.

Library media specialists are at least partially responsible for this perception. They continue to assume additional roles without rethinking present roles and practices. The resulting role distension prevents the specialist from systematically performing critical tasks or gaining needed knowledge. Clearly no media specialist can be expert in all roles any more than a teacher can excel in all aspects of the teaching process.

The shift toward emerging technologies and interactive information structures makes this generalist approach even more problematic. Restructured schools like Kathy's demand sophisticated instructional technologies, continuing access to relevant information and ideas, and the ability to shape these elements into meaningful learning experiences.

Library media specialists who help to orchestrate these experiences will assume even more complex responsibilities. They will:

- alert teachers and administrators to new and changing technologies that can be used to promote active learning;
- seek adequate support to provide hardware and software needed to maximize active learning experiences for students;
- develop effective methods for evaluating flexible new information structures, packages and electronic technologies that differ significantly from those generally available in education;
- minimize the transitional learning problems, such as disorientation and distraction, caused by flexible information structures like hypermedia;
- obtain the technical knowledge necessary to manage collections containing a variety of electronic formats;
- provide staff development opportunities to promote the use of emerging technologies to enhance active learning;
- produce the mix of resources and hardware needed to accommodate increasingly complex learning needs; and,
- relate traditional and new information structures and packages into a coordinated, responsive collection.

To ask a single library media specialist to assume these responsibilities plus others associated with the media program is ludicrous. It is much like asking a teacher to teach all subject areas. Yet, the tasks identified above are essential to meet an active learner's needs.

The time has come to use effective job design techniques to rethink the library media specialist's position. As a result, differentiated job descriptions that emphasize the library media staff's role in promoting learner-centered discovery and effective instruction should emerge. To sell this staffing approach, library media specialists must clearly articulate the complexities of dealing with active learning experiences, emerging technologies and changing information needs. The alternative is to relinquish this leadership role in favor of a narrower, more reactive role.

Naysayers who claim educators would never accept this staffing approach fail to recognize the demands of restructured schools. Some group will assume these responsibilities if restructured schools are to be successful. Whether that group will be the library media staff in differentiated positions or a less qualified group remains a key question.

As Kathy disappears into the shadows, the memory of an environment that creates "golden eagle" level learning opportunities lingers. Library media specialists can play a significant part in making that liberating, learner sensitive environment a reality. They already possess many important tools needed to cement the relationship between discovery learning, adventurous teaching and technology. The field's biggest challenges are to build on these tools and redefine roles and responsibilities within a technologically rich learning context. Kathy and her friends deserve an educational agenda that will recognize their individual needs and give them the courage and wisdom to live effectively in a changing world.

Shirley L. Aaron *is Professor in the School of Library and Information Studies at Florida State University in Tallahassee, Florida. She is the author of many articles on school library media services and has conducted research in this area. She is past editor of* School Library Media Annual *and past president of the American Association of School Librarians.*

ELECTRONIC REFERENCE — THE SCHOOL LIBRARY REVOLUTION

By John M. De Broske

There was a time when a school library media specialist would attend a professional conference and return with knowledge of new teaching ideas and resources. He or she might not be able to use *everything* demonstrated, but at least the list was finite. The library media specialist would confidently choose and implement the things that matched available resources and be assured the school library media program would benefit. The information age, including recent and dramatic developments in the computer electronics field, have altered this scenario forever. *Choices are no longer finite.* School librarians can no longer be professionally confident or comfortable unless they realize classic library reference books and the card catalog are obsolete as we know them. I believe this dramatic change began subtly late in the first half of this century.

One significant factor relating to this turning point was probably the need to provide knowledge that could not be found in printed and bound texts. Rapid advances in science, technology, and our constantly changing world rendered the most up-to-date texts obsolete before the ink dried. One solution, which every school library media specialist is aware of, was the generation of thousands of specialized periodicals and subject indices used for access. The process was tedious but the only way to find credible, up to date information.

Another seemingly unrelated factor leading toward the sweeping change revolved around several generations of nonprint reference materials. The first generation included lantern slides, picture files, phonograph records, black-and-white captioned filmstrips and 16mm films from the 1950s. These materials, found in and around the classroom, were a novel way to supplement the curriculum and textbooks. Few school librarians took them seriously and certainly didn't consider them reference works. No one realized these "visual aids," as they were called then, would be so important to the coming revolutionary changes.

The next generation of nonprint reference materials included items such as 16mm films designed for educational use, sound filmstrips, 35mm color slide sets, early videotapes and overhead projections. This took place in the 1960s and early 1970s. The better quality of these materials plus new and easy-to-use projection systems afforded this second generation of nonprint reference materials credibility. Formal and informal assessment took place proving that, in addition to the "novelty" factor, nonprint reference materials were having a significant and positive impact on the teaching and learning process. As a result, school library media specialists began integrating more and more of these items into their programs for access by students and teachers. Even the Federal government supported the concept by providing heavy funding. The volume of nonprint materials, known as "audiovisual materials" now, was truly significant. *The printed word by itself would no longer be adequate.*

For many professionals however, acceptance of nonprint materials as reference resources still did not appear practical. There seemed to be more promise than practicality in their eyes. Constructive formats existed, but a good deal was missing. The industry solution was to create *more* material formats such as the single concept filmloop and a 35mm slide with its own sound strip. No one seemed to realize that a greater array of material formats was wrong because the logistics of use were too cumbersome.

As electronic information brokers, we teach students to be competent electronic information consumers so they can connect with their future.

The solution came from computer system innovations being developed apart from the education establishment. Only a visionary could have predicted what was to happen and how rapidly it would change school library reference work. This emerging technology was about to integrate useful nonprint reference formats with textual materials to create a practical electronic reference *system*. First came the successful introduction of the personal computer, and then the successive introduction of public access databases, new generations of video systems, telecommunications and laser disc technology.

The personal computer arrived as a cost-effective and practical access tool. Then, a telecommunications capability was added to the personal computer, providing gateways to databases, subject forums and interlibrary

communications around the community, the country and the world. If these miracles were not enough to engage us, the electronics industry married the personal computer to compact disc technology. This milestone gave us instant, random access to annotated periodical information, encyclopedias and other reference works in seconds without going near a book or paper index.

Finally, personal computers and video motion picture technology became compatible leaving no obstacle to a final integration of most known models of information storage and access. Compare this entity, which developed in less than five years, to the print reference collection in the school library and you may begin to comprehend the revolutionary change that finally took place.

Imagine, in a space no larger than where the library card catalog stands, a student can sit down at an electronic reference resource station and access text, annotated textual references, pictures, charts, graphs, film clips, audio and video sequences relating to virtually any topic that in printed form used to fill whole rooms, if available. And that's not all. This multitude of informational formats can be manipulated. Students and teachers can now search for and manipulate information in these formats to solve problems, communicate with peers and colleagues, study the past or contemplate the future. Reference research is no longer a passive academic process using one's index finger to flip through drawers of cards or down pages of indices. Instead, we have interactive fingertip access to an infinite number of resources that assault all the senses available to us in nanoseconds!

Books, visual aids and audiovisual materials are now all part of the revolutionary "multimedia" age. How do we *now* guide students to the information they need? How do students select from instant access to a hundred or more entries on a respective topic? And how do we *now* teach students to present selected information? The game has not really changed but the tools, jargon and user techniques are *much more complex, vastly different* and *constantly changing*. Our professional responsibility is to accept our new role as electronic information brokers and teach students to be competent electronic information consumers so they can connect with their future.

John M. De Broske *is Supervisor of Library Media Services and Records Management Officer for the Haverstraw-Stony Point School District in Garnerville, New York. He has 30 years experience in education, 20 of which have been spent promoting school library technology and automation.*

COOPERATIVE COLLECTION DEVELOPMENT IN THE SCHOOL LIBRARY REVOLUTION

By Eleanor R. Kulleseid

The revolutionary concept of cooperative collection development (CCD) has fired the imaginations of both budget-minded bureaucrats and idealistic library professionals trying to accommodate an ever-expanding information base and the costs of acquiring and housing materials. One of the best global definitions of such an approach is found in Wortman's discussion of coordinated cooperative collection management:

> Coordinated cooperative collection management involves a formal agreement among libraries to develop and maintain their collections to their mutual benefit. Each library deliberately selects materials to add, bind, preserve or discard knowing that its decisions are consistent with similar decisions in other libraries and knowing that each library can depend on each other library for developing a composite collection.1

That CCD programs are beginning to take hold in school library media centers all over the country is, in part, an outcome of participation and successful cooperation in multitype library networks. These consortia originally consisted of larger public and academic libraries. School libraries were peripheral to the initial development of union catalogs, interlibrary loan agreements and delivery systems, and other cooperative ventures such as CCD.

In 1978 the National Commission on Libraries and Information Science issued its much-quoted report advocating greater participation of school library media centers in multitype library networks and identified the psychological, political, legal, fiscal, communication and planning barriers to participation.[2] Ten years later, *Information* Power challenged the school library media specialist "To participate in networks that enhance access to resources located outside the school."[3]

There has been, in fact, significant growth in participation of school library media centers in such networks. A 1987 national survey identified 257 networks with over 18,000 participating school libraries.[4] Much of this activity is associated with similar state or regional initiatives in library automation and communications technology. A 1988 survey by Van Orden and Wilkes suggests that a number of the barriers have been reduced in school districts that have joined such networks.[5] Recent case studies of *School Library Media Centers in Cooperative Automation Projects* offer additional evidence of the variety and energy of this movement in such states as Alaska, Illinois, Minnesota, New York, Pennsylvania and Wisconsin.[6]

INTEREST IN SYSTEMATIC COOPERATIVE COLLECTION DEVELOPMENT

There is little evidence in the literature, however, of active school library media participation in systematic cooperative collection development efforts. CCD studies are not mentioned in recent summaries of research on networks and on school library media collection development.[7] The responses of district-level library media coordinators to a Delphi survey on emerging issues in collection development policies gave CCD a low ranking, but predicted that some limited attention would be given to this aspect in future policies.[8] The possibility that national interest in CCD will grow is supported by the fact that 7 of 49 districts responding to the Van Orden survey reported the existence of such programs.[9] And we have only to look in our own back yard to examine some pioneer CCD programs.

From 1979-84, New York State funded 12 pilot school library systems and subsequently expanded the program to include the present 46 systems, all of which are affiliated with one of nine regional multitype networks. These systems are charged with the development of union catalogs, interlibrary loan and catalogs, interlibrary loan and delivery services, continuing education and "development of a plan to aid each school library in cooperative collection development programs."[10]

CCD programs are usually introduced after creation of and access to a union catalog has been accomplished. With the advent of CCD in 1984, the New York City School Library System chose to devote resources to the simultaneous development of special subject collections and to the bibliographic database upon which such a program must depend for success by any measure. The program has evolved within a framework of flexible guidelines established by the Board of Education's Library Unit and its Coordinating Council. At the beginning staff functioned more as mentors than as monitors, acting as advocates for CCD, convincing library media specialists of the obvious benefits that memberships would bring. Attracted by the resource sharing concept and by grant monies, early adopters in the high schools were inclined to select subject areas based on existing collec-

tion strength, potential faculty interest or professional expertise and personal interest.

As time passed, new high school and intermediate school participants were invited to collect in subject areas identified by system directors as supportive of new curriculum emphases, rather than on the basis of existing collection strengths or personal interests. In fall 1990, for example, system directors called for volunteer libraries to collect in such areas as African-American history, Puerto Rican and Caribbean studies, and health sciences. The 1989 publication of a bibliography of CCD holdings publicized the collections and stimulated increased interlibrary loan activity. Supplementary bibliographies are continuing to have a positive impact as new schools and new subject collections are added.[11]

CHALLENGES

A 1989 CCD program evaluation identified a number of challenges still facing system leaders as they plan for continued growth. By far the most important was the need to develop mechanisms for systematically coordinating CCD activity with ongoing curriculum development and implementation at the district and building levels of the system.[12] Interviews with a sample of school library media professionals indicated that the presence of a special collection can be a major source of pride for school administrators and makes the library media program more visible. The presence of a phone and modem in the library were reported as tremendous morale boosters.

On the other hand, direct librarian involvement with faculty in curriculum development, even in special collection subject areas, was more reactive than proactive. The same was true for faculty involvement with librarians in building CCD collections. Librarians repeatedly mentioned selection and acquisitions for special collections as extremely time-consuming and difficult. Some librarians identified library-oriented faculty members who would be likely to take advantage of the presence of such a collection and chose the subject emphasis on that basis. System leaders have concentrated much of their subsequent staff development activities on strengthening librarians' skills of leadership, communication and cooperation. Recent workshops have involved school teams of librarians, teachers and administrators.

The long-range success of CCD also depends on the ability of participating libraries to describe and compare collection strengths using a common measure. The obvious model for such a measure is the conspectus approach developed by the Research Libraries Group's Collections inventory Project and later adapted by regional consortia to include public and school library systems. Each classified area of the collection is assigned a code that describes both the present level of collecting intensity and the intended level of future collection intensity. This code, originally intended for large academic libraries, has been modified by a number of networks in an effort to describe in more detail the levels of school library media collections.[13]

There are a number of issues inherent in such adaptations, one of which is the need to ensure comparability of school library media center holdings with the holdings of public, academic and special libraries in consortia such as METRO. METRO's Collection Inventory Project has adapted the Pacific Northwest Collection Development Program for libraries using Dewey classification. It is a complex, time-consuming, but rewarding process, especially if teachers can be involved with librarians in such activities as shelf-scanning and identification of relevant bibliographies for CCD assessment. A number of school library systems have turned to alternative assessment models using such approaches as Loertscher's collection mapping[14] and Eisenberg's curriculum mapping.[15]

CCD programs have already demonstrated that

efforts to involve teachers and administrators in selection and collection assessment can lead to increased program visibility, greater librarian participation in curriculum development and greater use of shared resources. In spite of these promising developments, we have yet to agree upon standard measures and procedures that are both comparable among school library systems and between those systems and the multitype networks of which they are part. This basic issue of reciprocity in collection assessment must be cooperatively addressed by system and network directors, with leadership from the State Education Department. Only then can building-level practitioners more fully participate in a library media revolution that builds on the collective resources and programs already present in regional library networks.

REFERENCES

[1] Wortman, William A., *Collection Management: Background and Principles*, Chicago, American Library Association, 1989. p. 136.

[2] Task Force on the Role of the School Library Media Program in the National Program, *The Role of the School Library Media Program in Networking*, Washington, DC, National Commission on Libraries and Information Science, 1978.

[3] American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs*, Chicago, American Library Association, 1988. p. 12.

[4] U.S. Department of Education, Office of Educational Research and Improvement, Center for Education Statistics, *Survey of Library Networks and Cooperative Library Organizations: 1985-1986*, Washington, DC, Government Printing Office, 1987.

[5] Van Orden, Phyllis, and Wilkes, Adeline W., "Networks and School Library Media Centers," *Library Resources & Technical Services*, v33, April 1989. pp. 123-133.

[6] Drew, Sally, and Ihlenfeldt, Kay, comps. *School Library Media Centers in Cooperative Automation Projects*, Chicago, Multitype Library Networks and Cooperatives Section, Association of Specialized and Cooperative Library Agencies and the American Association of School Librarians, 1991.

[7] Immroth, Barbara F., "Networking: Studies of Multitype Library Networking With Implications for School Library Media Practice" in *The Research of School Library Media Centers*, ed. Blanche Woolls, Castle Rock, CO, Hi Willow, 1990. pp. 175-187. Callison, Daniel, "A Preview of the Research Related to School Library Media Collections: Part I," *School Library Media Quarterly*, v19, Fall 1990. pp. 57-62. For Part II see *School Library Media Quarterly*, v19, Winter 1991. pp. 117-123.

[8] Callison, Daniel, "The Evolution of School Library Collection Development Policies, 1975-1995," *School Library Media Quarterly*, v19, Fall 1990. p. 31.

[9] *Op. Cit.*, Van Orden and Wilkes. p. 126.

[10] The University of the State of New York, The State Education Department, New York State Library, *New York State's School Library Systems*, Albany, NY, University of the State of New York, September 1985. Second unnumbered page of brochure.

[11] New York City School Library System, Office of Program and Curriculum Development, Library Unit, *New York City School Library System Bibliography of Special Subject Collections*, Brooklyn, NY, Board of Education of the City of New York, 1989.

[12] Kulleseid, Eleanor R., "New York City School Library System's Cooperative Collection Development Program: Report and Recommendations," January 6, 1989.

[13] See Seltzer, Carol R., "A Conspectus Approach: Evaluating High School Library Collections," Independent Study, Graduate School of Library and Information Science, Queens College, City University of New York, May 25, 1988. This project was developed with the support of METRO; the conspectus was used in three school library systems to assess economics collections.

[14] Loertscher, David V., ed., *Measures of Excellence for School Library Media Centers*, Englewood, CO, Libraries Unlimited, 1988.

[15] Eisenberg, Michael B., and Berkowitz, Robert E., *Curriculum Initiative: An Agenda and Strategy for Library Media Programs*, Norwood, NJ, Ablex, 1988.

Eleanor R. Kulleseid, *the Director of Library Services at Bank Street College of Education, is editor of the American Association of School Librarians series* School Library Media Programs: Trends and Issues. *Dr. Kulleseid is author of* Beyond Survival to Power for School Library Media Professionals, *a case study of the New York City School Library System. A member of METRO's Collection Inventory Project Task Force, she has consulted with NYCSLS in staff development and CCD program evaluation.*

SUBJECT ACCESS IN ONLINE SYSTEMS: ENHANCING THE CURRICULUM CONNECTION

By Catherine Murphy

The major focus in online system development is to improve subject access. Hildreth described the components of subject access in an online catalog as the files, functions and communications of the system, and he stated that it is the user interface, which reacts with all three components, that is the most important aspect of the system.[1]

The use of current technology in online public access catalogs (OPACs) and other information retrieval databases makes possible new curriculum linkages:

1. **The files (or content of the database)**. Aversa and Mancall state that curriculum linkage is the most important element in selecting the database. They recommend asking the question, "Which course requires access to the type of information available electronically?"[2] Hunter and Lodish suggest that in subjects such as science and social studies, where textbook content changes rapidly, the coverage of a topic is often weak. They advise, "Online information retrieval will provide useful, relevant, timely, and diverse sources for the topic."[3] Examples of such curriculum-related databases available on CD-ROM or via telecommunication networks: *Dialog*, *SIRS*, *Newsbank*, *Facts On File*, *DISCLIT*, *Countries of the World*, etc., plus encyclopedias, magazine indexes and other full-text databases.

   As more school libraries automate the catalog, there is a corresponding interest in the market in providing enriched bibliographic records. In the 1990s, school library media catalogs will move beyond the stage of mere adherence to the Machine-Readable Cataloging (MARC) standard and will link to the bibliographic record, or in other files or indexes linked to it, more information related to the needs and interests of young users.[4] Examples of curriculum links within some currently available MARC records (although, certainly, many records from the Library of Congress and alternate sources may contain only minimal cataloging detail): Sears Subject Headings and Dewey Classification, summaries and notes, reading level, award status (e.g., Newbery, Caldecott), review sources, etc. In some online circulation and catalog systems, indexes can be created to link categories (curriculum units, genres, etc.) to the bibliographic record or, at the least, subject fields may be coded for curriculum bibliographies.

2. **Functions and communications (or design of the system)**. The design of the online system facilitates information retrieval. Menus are preferable to commands; displays should be clear and easy to read; searching strategies (keyword and Boolean) should provide access to all parts of the catalog record or file; truncation and spell checks should be available; there should be authority and cross reference files. Not all of these design features and search strategies are available in current microcomputer and CD systems. Examples of age-related system enhancement: an audio tutor and map showing the location of the book on the shelf, as demonstrated in Library Corporation's prototype *Intelligent Catalog*; touch screens, mouse/icon pointers and other devices that reduce the need for data entry at a keyboard. Examples of curriculum-related system design: multilanguage commands available in some OPACs, the new Sony *Data Discman*, etc.

3. **The user interface**. The dynamic nature of the online search allows the student greater freedom in (1) adapting and revising a topic according to the amount of information available, and (2) evaluating and synthesizing sources of information related to the topic. Kulthau, Craver, Eisenberg, etc. have established the curriculum connection between the research process and problem solving and critical thinking skills.[5] Aversa and colleagues, in particular, have documented this approach in online searching programs.[6] Example of integrated instruction in online instruction: In *Online Searching in the Curriculum*, Hunter and Lodish present five model lesson plans that may be adapted to local curriculum and resources; five projects in social studies and science "address problem solving, information skills and critical thinking in the context of a problem in a particular discipline."[7]

WHAT CHILDREN NEED IN THE ONLINE CATALOG

A number of difficulties are encountered by online searchers of all ages. Markey identified the major searching problems as finding the right term and increasing or decreasing the results.8 Beyond these basic issues, attention is also being paid to the information and developmental needs of young users of online

systems. Using Hildreth's framework again, some of the school-related findings in subject access research are:

Files in OPACs. In 1985, my investigation of cataloging practices of school library media specialists toward standardization of cataloging in microcomputer OPACs found that there was a lack of understanding of the MARC format. At the same time, there was a significant effort to enhance bibliographic records by creating additional subject headings for curriculum units and notes about reading levels.[9] In 1988, Lewis conducted an informal survey of fourth grade students' use of catalog data and found that children were interested in such elements of fiction as setting, theme and character; they also wanted such information about the book as print size, detail of illustration, organization (use of chapters), award status, reading level and popularity.[10] The term "popularity" was not defined in this report, but it appears to refer to user reviews; the Hypercard Kids Catalog cited below is an example of an OPAC database that incorporates children's reviews. The growth of OPAC development in school libraries, as well as the technology itself, has spurred a greater interest in acquiring or developing "full" MARC records that contain a richness of such cataloging detail.

A recent EPIE proposal takes the concept of curriculum linkage a step further. In this project, integrated databases will align state- or district-level curriculum goals with textbook units and will also link library resources with these goals and units.[11] This project has the potential to enhance collection development as well as instructional services.

De Hart describes the use of hypermedia software to create stacks, e.g., "*Hannibal*, which incorporates maps, text, pop-up footnotes, the digitized sounds of elephants trumpeting, and charts illustrating the depth of rivers at the time of year Hannibal would have crossed them."[12] She cites the example of the *HyperCard Kids Catalog* being created in the Whitman Rural County Library in Colfax, WA, made possible by funding from the Apple Library of Tomorrow program. The hypermedia format will accommodate various browsing modes and will incorporate annotations, reviews and children's comments about the material.

Functions and communications (the design of the system). De Hart notes that hypermedia features can be added to OPACs already in place through the development of interfaces, but cautions against expecting that this environment will eliminate children's frustrations in searching by subject and suggests further explorations of the thought patterns behind children's inquiries. She also recommends that materials in the hypermedia format incorporate features that appeal to children, such as color, repetition and consistency.[13]

Young people's searching strategies have been examined in several studies. Edmond and colleagues conducted a study of the effectiveness of searches in both the card catalog and an online catalog by fourth, sixth and eighth grade students. Their findings indicated that students were less successful in the online catalog than in the card catalog (perhaps because they were more familiar with the latter) and that skill in searching is developmental, i.e., eighth grade students were more successful than sixth and fourth grade students. There was a lack of understanding of alphabetization and filing rules in both the online and the card catalogs.[14]

Borgman and others designed a browsing interface for an online science catalog to investigate the effectiveness of a natural language searching terminology. Students in grades four, five and six were able to locate 77.5 per cent of the topics given them. The researcher suggest that young users of online catalogs need to be liberated from understanding keyboarding and alphabetizing skills as well as other rule protocols.[15]

The user interface (the information skills connection). Two other studies examined the impact of online searching on information skills instruction.

Craver studied the effects of access in a high school library to an online catalog representing the collections of different academic libraries and noted that there was an increase in bibliographic citations to materials in these collections. She recommended that school libraries make changes in their bibliographic instruction to accommodate the use of online catalogs and diverse resources available through interlibrary loan services.[16]

Liebscher and Marchioni investigated high school student searches in a full-text CD-ROM encyclopedia. The majority of students were able to locate information regardless of the search strategy, browsing or analytical. However, the students who used the analytical search method were able to perform better in the task of writing the research paper. These researchers suggest that students need more training in the analytical model.[17]

Without the curriculum connection and a critical thinking context, online searching by students may be random and unfocused. An Australian study of the use of online systems in schools found that almost half of the respondents did not offer instruction in online searching.[18] However, Aversa and colleagues documented the growth of curriculum materials to support online instruction, e.g., the state education department guides from Pennsylvania and New York. Their

report, *Online Information Services for Secondary Students*, contains an extensive list of published resources.[19]

SUMMARY

The development of subject access on all fronts — database enrichment, innovative system design and online searching instruction — offers the best scenario for enhancing the curriculum connection.

REFERENCES

[1] Hildreth, Charles A., "The User Interface in Online Catalogues: The Telling Difference" in *Online Public Access to Library Files: Conference Proceedings*, edited by Janet Kinsella, Oxford, Elsevier, 1985. pp. 111-132.

[2] Aversa, Elizabeth S., and Mancall, Jacqueline C., *Management of Online Search Services in Schools*, Santa Barbara, CA, ABC-CLIO, 1989. p. 11.

[3] Hunter, Beverly, and Lodish, Erica K., *Online Searching in the Curriculum*, Santa Barbara, CA, ABC-CLIO, 1989. p. 3.

[4] Murphy, Catherine, "Access to Information: The Effect of Automation" in *The Research of School Library Media Centers*, Castle Rock, CO, Hi Willow Research and Publishing, 1990. pp. 163-174.

[5] Kulthau, Carol, "Information Search Process: A Summary of Research and Implications for School Library Media Programs" in *The Research of School Library Media Centers*, Castle Rock, CO, Hi Willow Research and Publishing, 1990. pp. 111-120. In the same volume see Craver, Kathleen W., "Critical Thinking: Implications for Library Research", pp. 121-132; and Eisenberg, Michael B., and Brown, Michael K. "Current Themes Regarding Library and Information Skills Instruction," pp. 99-110.

[6] Aversa, Elizabeth Smith, and others, *Online Information Services for Secondary School Students*, 2nd ed., Chicago, American Library Association, and Syracuse, The ERIC Clearinghouse on Information Services, 1989.

[7] *Op. cit.*, Hunter and Lodish.

[8] Markey, Karen, "Users and the Online Catalog: Subject Access Problems" in *The Impact of Online Catalogs*, edited by Joseph R. Matthews, New York, Neal Schuman, 1986. pp. 35-69.

[9] Murphy, Catherine, *The Microcomputer Stand-Alone Online Public Access Catalog: Practices and Attitudes of School Library Media Specialists toward Standardization*, doctoral dissertation, Columbia University, 1987.

[10] Lewis, Roberta Walsh, "Elementary School Children Express Their Need for Catalog Information," *Journal of Youth Services*, v2, Winter 1989. pp. 153-54.

[11] "Improving Teachers' Decision-Making in Curriculum, Instruction, and Assessment With Library/Media Center-Based Information Resources," author's copy of an unpublished proposal from Educational Products Information Exchange (EPIE) Institute, Hampton Bays, New York, 1991.

[12] De Hart, Florence E., "Hypermedia-Enhanced Subject Access to Children's Materials," *The Bookmark*, v47, nIII, Spring 1989. p. 169.

[13] *Ibid.*

[14] Edmonds, Leslie, and others, "The Effectiveness of an Online Catalog," *School Library Journal*, v36, October 1990. pp. 28-32.

[15] Borgman, Christine, and others, "Children's Use of an Interactive Science Library: Exploratory Research," *School Library Media Quarterly*, v18, Winter 1990. pp. 108-112.

[16] Craver, Kathleen W. "The Impact on the School Library of Online Access to Academic Libraries: Implications for the Future," *Catholic Library World*, v60, January-February 1989. pp. 164-168.

[17] Liebscher, Peter, and Marchionini, Gary, "Browse and Analytical Search Strategies in A Full-Text CD-ROM Encyclopedia," *School Library Media Quarterly*, v16, Summer 1988. pp. 223-33.

[18] Clyde, Laurel A., and Kirk, Joyce, "The Use of Electronic Information Systems in Australian Schools: A Preliminary Survey," *School Library Media Quarterly*, v17, Summer 1989.

[19] *Op. cit.*, Aversa and others.

Catherine Murphy *is Director of Library Media Services, Three Village Central School District, Setauket, New York. She is the Chair of the Technology Committee of the American Association of School Librarians and a member of the Cataloging of Children's Materials Committee and MicroLif Committee of the American Library Association. She is the editor of* Automating the School Library Catalog. *A Reader, recently published by Libraries Unlimited.*

BEYOND JUAN MOREL CAMPOS; TELECOMMUNICATIONS LINKS FOR LEARNING

By Susan Hess

A 14-year-old high school freshman had a major problem. Her English teacher had given the class a very difficult assignment. The students had to write their autobiography; however, they were to pretend to be a teenager from a culture totally different from their own. The girl had no idea where to begin. Fortunately, she knew that her school had just completed its first session on the AT&T Learning Network. All of the research information that the girl needed had been electronically exchanged with schools in Alaska, Germany and Australia and was available in the school library. The girl became a "Yupik Eskimo" boy and won school and citywide recognition with her presentation.

Two years later, teachers at Juan Morel Campos Intermediate School are still finding their participation on the A&T Learning Network as rewarding as it was the first day we logged on successfully.

Our involvement with the AT&T Learning Network began in fall 1989, although telecommunications had been part of the library program since spring 1987. Beside using the modem for database searching, students took part in two "real-time" conference activities. In the beginning, the library squad spent their lunch periods in the library "talking" to students in other junior high schools around the city. In fall 1987, we subscribed to CompuServe, a large information service, and joined the Student Forum (STUFO), one of the many special interest groups in the reference and education section. Then, beside being able to communicate with their peers around the city, we were able to join with students from other parts of the United States in the questioning of "national experts" on such varied topics as AIDS, endangered animals, ecology, houses of the future, insects and childhood in Russia. Participating students and teachers were extremely motivated and excited about this new tool for learning. From this initial experience, we were aware of the learning potential of this new medium and were eager to find ways to enhance the learning of both teachers and students at Juan Morel Campos.

We learned about the AT&T Learning Network from an advertisement in an education journal. It was not difficult to sell our idea to the administration. Through the "magic" of telecommunications, our students would be linked in a curriculum-based project with students and their teachers from faraway places. For the children at Juan Morel Campos Intermediate School, many of whom have no concept of the world beside their native country and New York City, what better way could there be to learn about the "Global Community" than by sharing their thoughts, ideas and feelings with their peers throughout the world?

The AT&T Learning Network was developed as a result of a partnership between a corporation, a university research program and innovative teachers. Although many different types of programs existed before the AT&T Learning Network, few met the variety of needs of teachers who have limited time and require well developed learning programs. The goal was to create an educational service that would connect classes from around the world to work on a curriculum based project integrated with classroom learning. AT&T asked Dr. Margaret Riel, a California based researcher in educational technology, to help design this new network. The concept of a "Learning Circle," a group of students and their teachers working together, became the plan for this new service.

Our students questioned "national experts" on such varied topics as AIDS, endangered animals, ecology, houses of the future, insects, and childhood in Russia

Learning circle topics are broadly based on specific areas of the curriculum: Computer Chronicles (journalism), Mind Works (creative writing), Energy and the Environment (science), Places and Perspectives (geography), and Global Issues and Society's Problems (geography and social sciences). Groups are matched by a teacher's choice of curriculum theme, geographic and cultural diversity and compatible grade level. Participants agree to follow a definitive time line, which specifies the phases for the various activities and to share in the common task of producing a journal of the collective writing of the learning circle.

Network participants receive a curriculum guide,

which outlines circle activities and provides suggestions for projects. These guides have undergone many changes since Margaret Riel originally wrote them in the late 1980s. The first guide had 10 pages and contained directions for learning circle operations. The present guide consists of well over 50 pages and contains many samples of student writing and examples of message exchanges between teachers. Also included in the guide is a section for Coordinators, those teachers who are responsible for monitoring and facilitating the interaction of circle partners. These well-written curriculum guides help teachers incorporate this new technology into an existing curriculum.

Using the guide as a reference, classes within a circle select a project they would like to sponsor. Other classes in the learning circle then add their contributions to each project. What is truly amazing, is that following the curriculum guide for their subject area and level, each learning circle creates its own unique publication, blending their many varied differences into an extremely exciting learning experience.

INSOMNIA AT 3:00 a.m.

For us, at I.S. 71, each of our four sessions on the Learning Network has been special. At the time, I thought that nothing could beat the excitement of our first session, in fall 1989, when the service was still a trial project. When the information packet arrived, I was sure that the people in charge had made some mistake. They had selected me to be the coordinator of my "Places and Perspectives" learning circle. I wasn't quite sure about what to do myself and now I would be helping others — definitely a cause for 3:00 a.m. insomnia! To my great surprise, once I figured out how to "go online," everything fell right into place. Looking over the list of schools in our Circle, my students and I were thrilled to see that half of the schools were in foreign countries. We had so many questions for each school that we decided to incorporate them into a "community survey" project. Using the same survey, we were also able to learn more about the various ethnic groups that live in Williamsburg. Students explored the history of Williamsburg and interviewed members of the community, as well as their parents, to learn more about their cultural heritage. During this session, the world was shocked by two major news events: the earthquake in San Francisco, and the reunification of East and West Germany. A few days after the disaster in California, we were able to communicate with partners in another "Places and Perspectives" learning circle to experience firsthand what it was like to "live through an earthquake." The possible consequences of the removal of the Berlin Wall were explained to us by our partners in Tuebingen, West Germany. Equally important were the many things that we learned about the daily lives of our partners in such remote places as Sheldon Point, Alaska, and Narrandera, Australia, and those not-so-remote places as The Hague, The Netherlands, and Millbrook, New York. Even today, almost two years later, our joint publication, *The Journal of Places and Perspectives — 1990*, with its maps, pictures and student writings, serves as a reminder of that "magic" time we shared with our Learning Circle partners.

During spring 1990, students in two eighth grade classes participated in a "Mind Works" learning circle. This time, most of the Circle partners were in the United States. The two foreign partners were in Austria and Germany. Despite the technical difficulties some of our partners experienced, we published *Mindworks: The Creative Writing Journal — June 1990*. Included in this journal were mystery circle stories, a parody of Rip Van Winkle, poetry and book reports, fantasy short stories and our Greek myth newspaper called "In Grecian Times." My students said that writing our Greek newspaper was the most creative project that they had ever worked on. They were thrilled with the positive comments they received from their parents, friends and the AT&T Project Team.

I was sure the people in charge had made some mistake

For the third session, we again choose to be part of a "Places and Perspectives" learning circle. This time, there were three schools in Alaska, three in New York State, one in California, one in Canada and one in France. We exchanged recipes and information about local customs and traditions. As part of our project, we asked our circle partners what buildings they would like to see if they visited New York. Using their requests, we prepared "Welcome to the Big Apple," a travel guide for foreign students. While working on this project, students had the opportunity to visit some of the places we planned to "take our guests."

It was during the fourth session in spring 1991, though, that we were able to make history come alive, not only for our participating Special Education students, but also for the entire Juan Morel Campos Community. As a school-wide project, the students of I.S. 71 adopted two Saudi Arabia-bound units of the Marcy Avenue National Guard Armory, located directly across from the school. As coordinator, I served as the liaison between the school project team and the Armory staff. Each student received the name and address of a soldier and was responsible for writing letters and sending packages to that soldier. At the same time, AT&T provided the special service, Desert Fax, for all learning circle participants. Through this program, members of the

Juan Morel Campos family, students, teachers and parents, as well as members of the community and Military personnel, were able to send fax messages to their friends and relatives stationed in the Persian Gulf. Thanks in part to the AT&T Desert Fax program, the school was awarded a certificate and medal for "Outstanding Community Service" by the New York National Guard, presented by Brooklyn Borough President Howard Goldin.

ANOTHER KIND OF VISIT

It was also in spring 1991 that we had the opportunity to spend a day with our circle partners from Aston, Pennsylvania. As new participating teachers, Bud Finocchiaro and Dan Recchiuti were so impressed with the excitement exhibited by their seventh grade students, that they decided to explore the possibility of bringing their students to visit their Circle partners at I.S. 71. On Monday, May 13, 1991, the students of the seventh grade World Cultures class at Northley Middle School arrived at Juan Morel Campos Intermediate School to spend the day with the students of Angie Mariano's 7-8 class. After spending some time in the library getting to know each other, both classes and their teachers went on a tour of the neighborhood where the group had the opportunity to observe the clothing and appearance of the men, women and children of the Hasidic Community of Williamsburg. By the time we returned for lunch, kids in both classes had made many new friends. After lunch, we exchanged hats, bookbags, folders, patches and T-shirts. We posed for lots of pictures and exchanged sad good-byes. Once again, students and teachers had shared in a unique experience on the AT&T Learning Network.

As you can see, when classes work together on a joint project, they develop friendships that last long after the session is completed. Many teachers have found the concept of peer interaction through telecommunication to be an exciting and motivating way for their youngsters to discover more about themselves and their surroundings. Through participation on the AT&T Learning Network, students learn to appreciate the similarities and differences of their new friends throughout the world.

Susan Hess *is the Library Media Specialist at Juan Morel Campos Intermediate School in Brooklyn, New York. She and her students have been involved in a variety of telecommunications programs for the past five years. She has recently spoken about this and other technology related issues at the American Library Association Convention in Atlanta, Georgia.*

WORKING WITH NEW CHALLENGES

By Glenna Davis Sloan

Almost 40 years ago in Toronto, I was one of a nervous group of neophyte teachers sitting at the feet of the reading specialist. The occasion was a training session in the use of the basal reader as the ultimate tool in the teaching of reading. Yvonne, one of the teachers, paused in her examination of the reader and raised her hand. In genuine bewilderment she asked, "But why must we subject children to mediocre material like this when we can teach them to read with real books, with children's literature?"

Many of us in that briefing session, lacking Yvonne's courage to voice our doubts about basals, surely had them nonetheless. I know I did. I knew what had made me a reader: a love for books that grew out of my passion for stories, not the sort to be found in those early basal readers, but well-told tales of every kind. And I very soon understood that, while my third-graders might practice the rudiments of reading in sessions with the basal reader, to become truly literate — to want to read and keep on reading — they had to discover for themselves the books that for each of them would make the effort to read worthwhile.

Since there was no library in our school in downtown Toronto, my pupils and I made a monthly trek along College Street to Boys and Girls House, the children's room of the Central Public Library. There my students discovered the reason for reading. Books were brought to life by the librarians through skillful booktalks, storytelling and memorable puppet plays.

Each child was allowed to check out three books to carry back to school. As proof of the power of enthusiastic word-of-mouth advertising, these choices invariably included whatever books the librarians chose to feature in book talks, no matter how challenging these were or how unfamiliar. Along with old favorites like *Millions of Cats*, *The 500 Hats of Bartholomew Cubbins*, *Caps for Sale* and *Winnie-the-Pooh* came *The Swiss Family Robinson* and *Thunder of the Gods*, together with folk tales, volumes of verse and books of fascinating facts. For a month these books became our classroom library, passing from reader to reader, read aloud to the class by me or a child, shared by partners, talked about in conferences with me and each other.

My students did well on their standardized tests in reading. Perhaps they learned *how* to read with the help of basal readers. But it was the real books that made them readers. At a reunion recently, I met several of those former third-graders. These were some of their comments to me: "You read to us all the time; I know you made a reader of me." "Do you remember how we all laughed together at *Winnie-the-Pooh*?" "I still think of our long walks to the public library and the books the librarians told us about. I wanted to read every one of them."

MOTIVATING READERS

A well-developed desire to read is the first step toward genuine literacy. In this electronic age, teachers and librarians must face the fact that children are more at home with television shows and TV games than with the printed word. Along with the problem of illiteracy, and undoubtedly a contributing factor to it, is the equally challenging problem of aliteracy. Studies like those cited in *Becoming a Nation of Readers*, the report of the Commission on Reading, provide evidence that too many children who have mastered the rudiments of reading choose not to read.

Motivating children to read is a formidable challenge faced by teachers, librarians and parents. I believe that we can have little success unless we communicate to them something of our personal passion for reading good books. Through reading aloud, booktalking and storytelling, we can strive to raise goose bumps on the toughest skin. Literacy begins in hearts, not heads; children who have never thrilled to printed words will remain indifferent to reading them.

Teachers in my graduate classes consistently report dramatic, positive changes in attitude toward reading following their concerted efforts to interest their students in books. One teacher, excited about the modern fantasy she read for the college class, shared through booktalks her excitement about the works of Lloyd Alexander, Susan Cooper and Ursula Le Guin with her fifth-graders. Another, by regularly reading aloud enticing snippets from the books of historical fiction that she herself enjoyed, began to influence the reluctant readers of their sixth grade to read in that and other genres. Guided by informal inventories of their students' interests, many teachers prepare lists of books related to these interests and *introduce* the books through book talks and reading aloud. In these cases, the key to success is the enthusiastic sharing of good books with the children. Leaving them to gaze at the spines of unfamiliar books on shelves is not enough.

The current trend toward "literature-based" literacy

programs is an effort to motivate the illiterate and aliterate by using works of genuine literature in the classroom. Even the modern version of the basal reader contains abridgements or excerpts from published children's literature and — in some cases — the entire text of picture books. How to use this literature without abusing it is the challenge of this approach.

Literature-based teaching and learning presupposes respect for the real books and trust that they will "teach reading" largely by enticing children to read. The approach ideally includes opportunity for oral and written responses to reading, beginning with personal reactions to a text and including interpretive analysis of content and the synthesis of ideas. In too many cases, however, we find that novels, poems and finely wrought factual works are subjected to treatment that turns them into the text books they are supposed to replace.

Teachers today are inundated with published guides to works of literature, many of the guides containing more pages than the work itself. Here again are the workbook-like exercises, the reams of questions on bits and pieces of content, the phonics and vocabulary puzzles to solve, and the endless (often inane) suggestions for related activities. The challenge is to find appropriate ways to develop literacy through literature.

To become truly literate — to want to read and keep on reading — children must discover for themselves the books that make the effort to read worthwhile.

For one thing, literature is an art form. Since it is, the aesthetic experiencing of a work ought to be the first approach to it. The fact that each of us has an individual personal response to a work must be respected. Children need to have the right of first response to a poem or story through talking, writing, dramatizing, drawing or painting. Better than writing book reports that follow set formats is writing about a reading experience in a response journal in which readers try to express such things as what a story meant to them, how it is like other stories they have read or watched, whether they would recommend it, or if they would read another story by this author.

TALK ABOUT BOOKS

What, after all, is the natural real-world response after reading a book that interests you? Chances are you want to talk to someone about it. Children in the classroom are no different. They need the opportunity to discuss books in groups, with partners, in informal conferences with teachers, parents and librarians.

Discussion in these sessions ought to help readers discover the conventions common to each literary form; awareness of how stories are structured, for instance, is an aid to comprehension of them. Encouraging divergence and interpretation, good questions build on readers' own responses, requiring them to support their diverse opinions with reference to the text.

A literature-based approach to literacy development is philosophically related to the current whole-language emphasis in elementary education. Among other things, this is a movement toward integration of the language functions of reading, writing, listening and speaking. For too long, reading was considered in isolation. Yet reading and writing are obviously two sides of the same coin. To become a writer in any literary form, one must be a reader in that form.

In whole-language classrooms, the emphasis is on a

WELL-READ BOOKS

Bunting, Eve. *The Sea World Book of Whales*. New York: Harcourt Brace Jovanovich, 1980.
Coerr, Eleanor and Evans, William. *Gigi*. New York: Putnam, 1980.
Gag, Wanda. *Millions of Cats*. New York: Coward-McCann, 1928.
Geisel, Theodore. (Dr. Seuss) *The 500 Hats of Bartholomew Cubbins*. New York: Random House, 1938.
Hosford, Dorothy G. *Thunder of the Gods*. New York: Holt, Rinehart and Winston, 1949.
Johnston, Tony. *Whale Song*. New York: Putnam 1987.
Milne, A.A. *Winnie-the-Pooh*. New York: Dutton, 1926.
Slobodkina, Esphyr. *Caps for Sale*. New York: Addison, 1947.
Steig, William. *Amos and Boris*. New York: Farrar, Straus, 1971.
Tokuda, Wendy and Hall, Richard. *Humphrey, the Lost Whale*. Heian International Inc., 1986.
Wyss, Johann. *The Swiss Family Robinson*. New York: Grosset and Dunlap, 1949 (1814).

meaningful approach to language learning through activities in which all aspects of language are integrated. Indeed, *integration* is a key word in whole-language philosophy. Whole-language teachers look for ways to integrate the various content areas, such as science and social studies, with language studies. In addition, they try to include the widest possible array of literary forms among the reading materials for a topic under study.

In one class I visited, third-graders were studying whales. They listened to a poem about whales from Eve Bunting's *The Sea World Book of Whales*. They studied facts about whales in books like *Gigi*, a true account of a grey whale captured for scientific study. They enjoyed Ed Young's beautiful pictures created to complement the poetic text of Tony Johnston's innovative counting book, *Whale Song*. They listened to and read independently stories about whales, including William Steig's fanciful *Amos and Boris* and *Humphrey, the Lost Whale*, a story based on an actual incident.

Using the word processor, the third-graders produced their own books about whales. Among the pieces were factual captions for original drawings, facts about whales in a question-and-answer format, rhymed riddles and fictional accounts in which were incorporated facts from the many informational books the children consulted.

An important criterion of authentic whole-language teaching and learning applies to instructional materials. It is essential that these be tailored for specific groups of children. Prepared kits of materials and preselected sets of books are unlikely to meet the unique needs of a particular group. To personalize instruction effectively, classroom teachers need to assemble reading materials appropriate for their students.

A viable literature-based, whole-language program challenges teachers' abilities to plan ahead, to gauge the needs of a class, to integrate curriculum and to provide opportunities for activities that develop abilities in reading, writing, speaking and listening. Many find that organizing study around a curriculum topic or theme is an effective way to put whole-language philosophy into practice.

These units of study depend for their success on a broad selection of books, films and other instructional materials. Such a selection cannot be found in preprepared kits; it is developed from scratch with both the demands of the curriculum and the special needs of specific children in mind. Assembling the best available books, periodicals, films and videos to present content is a challenging task that teachers might well find overwhelming without the expert support of the librarian-media specialist.

Indeed, coping successfully with all of these challenges — whether motivational, methodological or curricular — requires now, and always, articulation and cooperation between classrooms and libraries.

SELECTED BIBLIOGRAPHY

Anderson, Richard C., Hiebert, Elfrieda, Scott, Judith, and Wilkinson, Ian. *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington: The National Institute of Education, 1985.

Sloan, Glenna, *The Child as Critic: Teaching Literature in Elementary and Middle School*. Third Edition. New York: Teachers College Press, Columbia University, 1991.

Glenna Davis Sloan *is Professor in the School of Education, Queens College of the City University of New York. She is the author of* The Child as Critic, *a book on the development of literacy, now in its third edition. She was recently elected to a four-year term as member of the Steering Committee of the Elementary Section of The National Council of Teachers of English.*

A WHOLE LANGUAGE APPROACH TO LEARNING IN THE SCHOOL MEDIA CENTER

By Isabel Feldman

The E.M. Baker Elementary School is located in Great Neck, NY. The school media specialist for the past seven years, who sparkles with enthusiasm and energy, is Marlene Schwadron. She is making a variety of connections through her whole language approach of using literature to teach lifelong learning skills. Mrs. Schwadron's affection for literature has inspired the students, faculty and administration to read, and her experience as a high school English teacher has given her an edge in helping young students understand the structure of literature.

The teachers I met at this school were all enthusiastic advocates of whole language, a relatively new theory in education. Whole language is a method of teaching children how to read for comprehension. Many educators feel that the whole language approach is advantageous, because it coincides with the way in which people naturally develop their ability to speak.

It may be easier to understand what whole language is about if it is contrasted with the way phonics is used to teach children how to read. Phonics is an emphasis on the way letters sound in a word. Students are likely to get bored and lose the excitement that can come from reading when the words are broken down syllable by syllable. This is not to say that phonics should be entirely ignored. Some "children need help in learning to recognize the relationship between symbol and meaning."[1] In a recent report, Marilyn J. Adams, author of "Beginning to Read: Thinking and Learning About Print," estimated "that 25 percent of middle-class children and an even higher percentage of poor youngsters enter school without any knowledge of the rudiments of learning."[2] Those children, she concludes need phonics.

Most children who have been involved in reading-related activities with their parents or others are ready for whole language by the time they enter kindergarten or first grade. The emphasis is on learning language and communication skills through reading and writing. Children are encouraged to express their thoughts on paper creatively. They use their imagination to consider what combination of letters would form the sounds that would help to convey their thoughts. This elementary process soon develops into sophisticated writing techniques with correct spelling. Whole language teachers use phonics only when children need assistance in sounding out a difficult word.

Mrs. Schwadron has found that the key to becoming a successful whole language instructor is to familiarize oneself with the school's curriculum. The lessons she teaches in the media center are interdisciplinary and connected with the curriculum. She insists on developing lesson plans in collaboration with faculty members so that the lessons she teaches in the media center are integrated with what the students are currently studying in their classrooms. When teachers schedule their classes for the media center, they and Mrs. Schwadron jointly develop their objectives and lesson plans as joint undertakings. The teachers prefer to stay in the media center with their classes so they can observe the lessons. Teachers want to be kept informed and connected with what is being taught in the media center and be ready to review specific points, create follow-up lessons and answer questions that might arise from the lesson in a media center. A positive link is made between the classroom and school media center.

It is a learning experience to watch Mrs. Schwadron use children's stories to teach literary concepts. For example, she used Dr. Seuss's *Yertle the Turtle* to explain contrasting characters. After the students heard the story in the reading corner of the library, they worked at charting the similarities and differences between Mac and Yertle. The enthusiasm heightened as they became more aware of the themes and character development that Dr. Seuss produced in one simple story. Mac could be compared to such dictators as Hitler or Hussein, and children could relate acts of courage and inner strength to survival. It is stimulating to observe fourth-graders involved in a lively, philosophical discussion about political issues and to see how quickly children learn to critique a piece of literature.

Jorinda and Joringel is used to teach the differences between fairy tales and folktales. The aim of the lesson, which Mrs. Schwadron wrote on the board, is to discover the characteristics of fairy tales and folktales. The introduction to the lesson includes a brief discussion explaining why folktales don't have authorship and why they are "owned" by everyone. As the story is read and the plot unfolds, she interrupts the story to explain words or ask questions. She brings out particular literary elements of folktales, such as transformation and character changes, and, without losing the pace, she carefully integrates a library skills lesson, deftly leading the children into a discussion of the Dewey Decimal System. The students show surprise as they learn that fairy tales and

folktales are shelved in the nonfiction area of the library, and they discover that they contain information and are sources to learn about different countries.

It is little wonder, then, that the excitement for reading could be seen throughout the student body of the E.M. Baker School. Fifteen minutes before the school day officially begins, children parade in and out of the library to obtain or return books. The library even acquires a large population of students during recess. Students opt to read and study in the library, instead of playing outside.

The principal, Joanne Miller, sees the school library media specialist as an asset to her school and thinks of Mrs. Schwadron as a role model for other educators. Mrs. Schwadron believes that elementary school teachers are proficient in a variety of subjects, but are not truly focused on any particular one. She offers an in-service course to teachers who want to gain credit or just want to pick up useful hints on how to teach literature. The teachers learn how to decipher and understand the structure of literature. Themes that are found in literature are used as curriculum organizers to engage students in critical thinking. Patterns, symbols, relationships, psychological and physical barriers, and traditions are universal themes that can be used to help students understand basic concepts. Insight into literature shows teachers how easily literature can be used in the classroom. The guidance that Mrs. Schwadron offers to the teachers is just another way in which she makes connections through whole language.

Like most proponents of whole language, Mrs. Schwadron encourages the teaching of authorship. Avid readers usually enjoy meeting their favorite authors. Every year, Mrs. Schwadron invites authors to visit the school to give booktalks because they are excellent role models and can inspire students to read. Especially when they are presented by the actual authors, booktalks give students a connection with the books they enjoy reading. Seymour Simon, Gail Haley, Natalie Babbitt and Gail Gibbons are some of the authors that have visited the school to talk with the children.

Other school media center activities make learning connections. "A poem in your pocket week" connects people with poetry. Everyone in the school carries around their favorite poem and reads it to anyone who happens to asked to hear it. Certificates are awarded to the participants in "Parents as reading partners," encouraging parents to connect with their children by reading out loud to them. School media specialists can run dynamic library programs, if they remember to use the important connections that can be made through the whole language approach to learning.

REFERENCES

1 Kantrowitz, Barbara, *Newsweek*, v. 116, Fall-Winter 1990. p. 14.

2 *Ibid.*

Isabel Feldman *received her M.L.S. degree from the Palmer School of Library Science this past June. She is currently an adult reference librarian at the Syosset Public Library in Syosset, NY. She points out that her visit to the library media program at the E.M. Baker School and her experience with Marlene Schwadron, which provided the basis for this article, created heightened enthusiasm for librarianship.*

BEYOND THE MELTING POT: SCHOOL LIBRARY MEDIA CENTER RESOURCES FOR DEALING WITH THE WORLD OF DIFFERENCE

By David Cohen and Suzanne Li

On May 14, 1990, the 20th anniversary of the second edition of Daniel P. Moynihan's and Nathan Glazer's seminal work, *Beyond the Melting Pot*,[1] was celebrated by a panel of distinguished discussants at The New York Public Library. The underlying theme of *Beyond the Melting Pot* seems more evident today than when the first edition was published in 1963: where race is concerned, the melting pot metaphor doesn't stand up.

At the May 1990 meeting, Moynihan and Glazer pointed out that their goal was not so much to celebrate ethnicity, but to come to grips with the divisions of society. They said that they did had not anticipated the subsequent surge in immigration to New York from the Caribbean, Latin America, Korea, China, Vietnam and the Soviet Union. They further noted the general failure of American-born blacks to be swept into the city's economic and social mainstream and, with Puerto Ricans, their status as part of a great dependent class.

According to Ruth Messinger, President of the Borough of Manhattan, who was present at the celebration, Glazer and Moynihan reasserted "the importance of racial and ethnic identity in our social and political lives; they exploded the myth that America was or was about to become a homogeneous society....The next census — as imperfect as it clearly will be — is very likely to show that ours is a majority 'minority' population."[2]

Coincidentally, an updated article on the demography of our population appeared in *Time* also entitled "Beyond the Melting Pot."[3] The question the author raises is what will the U.S. be like when whites are no longer the majority? The alternative title is "America's Changing Colors" — and the substance of the message is that in the 21st century, now just around the corner, racial and ethnic groups will outnumber whites for the first time. The "browning of America" will alter everything in society from politics and education to industry, values, culture and, necessarily, library services.

Some communities *are* beyond the melting pot. In New York State, 40 percent of elementary and secondary school children belong to an ethnic minority. Within a decade, the proportion is expected to reach 50 percent. Serving a multicultural society is a challenge to all schools and libraries.

WHAT IS THE IMPACT FOR SCHOOLS AND LIBRARIES?

In California, the State Librarian took the initiative, calling a statewide conference in the summer of 1988 to focus anew on library services to the ethnic and racial minorities in California, which will approach the 50 percent mark by the year 2000. The conference included professionals, politicians and community people who made important recommendations in all aspects of librarianship to cope with the "new majority" in the population. The technique of using open forums for community participation produced some very creative results. These recommendations were reported in *A State of Change: California's Ethnic Future and Libraries*.[4] We need to examine those ideas, e.g., on recruitment and education of librarians to support a multicultural thrust in librarianship in New York State.

At Queens College Graduate School of Library and Information Studies we are now offer a course on "Multicultural Librarianship: Materials and Services." This title represents a significant change in point of view. The previous title, which had been in the curriculum for the last 15 years, was "Minority Materials and Services in Libraries." Over the years we developed, to support of this course, a special and distinct multiethnic collection of materials, now housed in the Rosenthal Library of Queens College as a separate entity.*

The faculty of the library school is now considering how to infuse the multicultural element into all of the courses in the school curriculum. Concurrently, Queens College itself, led by the President's Council on Diversity and Multiculturalism, is considering how to place in the college curriculum the elements of multiculturalism that are so vital to education of a multiethnic and international student body. Moreover, those different worlds require our utmost attention if libraries at all levels are to contribute significantly to the reduction of ethnic tensions, discrimination and prejudice. Children and adults must learn to live in a "world of difference."

RECENT DEVELOPMENTS

The New York Governor's Conference on Library and Information Services in Albany, November 28-30, 1990, approved two pertinent resolutions[5]:

> *Diversity:* The Governor's Conference supports cultural diversity in all its forms. Accordingly,

*The collection is listed online in CUNY+PLUS and OCLC. A printed list is to be published for public use.

libraries should encourage diversity among its patrons, its staff and its collections, and services.... (CR 1087)

Multicultural Librarianship: Library services develop regular programs and build collections for New York's populations to reflect a multicultural theme relevant in all communities.... (CR 4001)

On the national front, the White House Conference on Library and Information Services in Washington, D.C., July 9-13, 1991, approved the following recommendations relevant to multiculturalism and the role of School Library Media Centers[6]:

Multi-cultural, Multi-lingual Services: The President and Congress shall pass legislation to authorize and fund a program which provides (a) financial and technical assistance for library and information services multicultural and multi-lingual populations, (b) a national database of multi-cultural, multi-lingual materials for use by libraries and information services, including research and demonstration projects on model library programs serving our multi-cultural and multi-lingual populations....

A petition recommendation says that "The United States Department of Education shall acknowledge the number of children from multicultural, multi-lingual populations who are being served by the nation's schools by emphasizing the establishment and strengthening of school library media programs in every school in the nation; by encouraging the development of curricula which values and celebrates the nation's pluralism and diversity...." (Petition 08, part 6)7

In both conferences, the numerous references to support for school library media centers in terms of funding, networking and information power were enthusiastic and encouraging.

In New York, schools and libraries must consider the impact of Commissioner Thomas Sobol's spirited call for a multicultural curriculum in the classrooms of the Empire State. His summary statement with his letter of August 15, 1991,[8] addressed to members of the legislature, district superintendents, directors of educational organizations, public libraries and others interested in the review and revision of the social studies syllabi said: "The syllabi should seek to develop:

1. understanding and appreciation of the democratic and moral values of our common American culture;
2. understanding and appreciation of the history and culture of the various ethnic and cultural groups which comprise American Society;
3. understanding of our society's unique strengths and its relationship to other societies in an increasingly interdependent world;
4. students' capacity to think critically about societal issues....Given these purposes, our nation's unity and its diversity are not opposites — they are necessary complements."

These recommendations of the Commissioner are based in part on the June 1991 report of the Social Studies Review and Development Committee, *One Nation, Many Peoples: A Declaration of Cultural Independence*. On July 25, 1991, the Board of Regents voted to continue the review and revision of the social studies syllabi so that the curriculum will be sure to cover the common American culture as well as the major groups in America.[9]

A group of scholars and teachers will revise the syllabi according to guidelines set by the Regents, the final authority. The next step provides for field testing of the revised syllabi in 1992-93. Implementation of these revised syllabi should begin in the 1993-94 school year.

These events at the State and national levels put our schools and libraries on notice: We must face the challenge of providing the multicultural resources needed for learning and understanding. Multicultural education can be only as effective as the materials teachers use to develop learning experiences for children and youth. The dangers of using materials that perpetuate bias, racism, stereotyping and inaccurate information on ethnic, racial and cultural groups are obvious.

To deal with the truth about diversity in our history will not be easy. Doubts about multicultural perspectives must be resolved, even as we become more diverse. By the year 2000, one out of every three New Yorkers will come from a minority group and librarians can help understand and interpret the "world of difference" with materials such as we present in the following reading list.

SELECTED BIBLIOGRAPHY

1. Professional

Banks, James A., *Teaching Strategies for Ethnic Studies*, 5th ed., Boston, Allyn & Bacon, 1991. Newly revised and updated edition of a leading text on multicultural education, covering major ethnic groups. Comprehensive bibliographies for teachers and students compiled by Spencer Shaw, a children's specialist.

Banks, James A., and Banks, Cherry A. McGee, eds., *Multicultural Education: Issues and Perspectives*, Boston, Allyn & Bacon, 1989. Very useful chapter on integrating curriculum with ethnic content, plus a social action progression of integration.

Beilke, Patricia R., and Sciara, Frank J., *Selecting Materials for and about Hispanic and East Asian Children*, Hamden, CT, Library Professional Publications, 1986.

Gollnick, Donna M. and Chinn, Philip, *Multicultural Education in a Pluralistic Society*, 2nd ed., C.E. Merrill, 1986. Provides an overview of the different microcultures to which students belong; describes how educators can portray and use this diversity in the implementation of multicultural education.

Multicultural Leader, 1989-, Educational Materials and Services Center, quarterly. Journal featuring book reviews, statistical data, research, interviews, etc.

National Council for the Social Studies, *Curriculum Guidelines for Multiethnic Education*, 1977. Chaired by James Banks, the NCSS Task Force developed this position statement calling for the infusion of these guidelines throughout the entire curriculum.

Rudin, Claire, *The School Librarian's Sourcebook*, New York, R.R. Bowker, 1990. Listing of 270 well-annotated books including purpose, content summary, author information and final evaluation. Many valuable resources for multicultural material selection.

Rudman, Marsha K. *Children's Literature: An Issues Approach*, 2nd ed., New York, Longman, 1984. Chapter 5, "Heritage," is an especially useful guide to children's book selection.

Tiedt, Pamela L. and Iris M. *Multicultural Teaching: A Handbook of Activities, Information, and Resources*, 3rd ed., Boston, Allyn & Bacon, 1990. Specific aspects of the philosophy and practices of multicultural education, with an exhaustive and up-to-date list of ethnic resources. One of the few to identify specific children's books (although *Tikki Tikki Tembo* should NOT have been part of the Chinese curriculum).

2. Reference Materials

Chunn, Jay C., et al., eds., *Mental Health and People of Color: Curriculum Development and Change*, Washington, DC, Howard University Press, 1983. A collective effort by four ethnic groups (Blacks, Asians, American Indians and Hispanics) to deal with unmet mental health needs.

Cohen, David, *Multiethnic Media: Selected Bibliographies in Print*, Chicago, American Library Association, 1975. Early effort to identify multicultural materials.

Council on Interracial Books for Children, *Guidelines for Selecting Bias-Free Textbooks and Storybooks*, 1980. Original set of criteria for sharp decision making in acquiring children's books.

Dearborn, Mary V., *Pocahontas's Daughters: Gender and Ethnicity in American Culture*, New York, Oxford University Press, 1986.

Ethnic Groups, vols. 1-4, 1981-1990, Social Issues Resources Series. Looseleaf volumes with articles reprinted from various newspapers, magazines, government documents and journals.

Glazer, Nathan, and Moynihan, Daniel P., *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*, 2nd ed., Boston, M.I.T. Press, 1970. A scholarly dismantling of the melting pot theory that made this second edition no mere reprint of the first.

McGoldrick, Monica, Pearce, John, and Giordano, Joseph, eds., *Ethnicity and Family Therapy*, NY, Guilford Press, 1982. Singular effort of medical and mental health professionals to deal with psychological problems of ethnic families.

Multicultural Education Abstracts, 1982-, Birmingham, England, International Centre of Multicultural Education. A rare serial for research studies and papers focusing on multicultural education.

Shaw, Spencer G., "Legacies for Youth: Ethnic and Cultural Diversity in Books," *School Library Journal*, December 1983. pp. 7-21. Presentation of a superb list of children's books from the first meeting of the ALA Ethnic Materials Information Exchange Round Table in June 1983.

Thernstrom, Stephan, ed., *Harvard Encyclopedia of American Ethnic Groups*, Cambridge, MA, Harvard University Press, 1980. Descriptions of 106 American ethnic groups. First of its kind.

Wynar, L.R., and Buttlar, L, *Guide to Ethnic Museums, Libraries, and Archives in the U.S.*, Kent State University, 1978. Useful listing of agencies in New York State.

3. New Immigrants

Ashabranner, Brent K., *Into a Strange Land: Unaccompanied Refugee Youth in America*, New York, Dodd, Mead, 1987. Presents individual stories of young Southeast Asian refugees, discussing their problems, hopes and successes.

Ashabranner, Brent K. and Melissa, *The New Americans: Changing Patterns in U.S. Immigration*, New York, Dodd, Mead, 1983. Written for older children and young adults.

Bogen, Elizabeth, *Immigration in New York*, New York, Praeger Pubs., 1987. Focused on recent New York City immigration.

Day, Carol Olsen, *The New Immigrants*, New York, Franklin Watts, 1985. Describes present conditions of both legal and illegal immigrants to the U.S., problems and controversies connected with present-

day ways, and changes needed in immigration laws.

Kessner, Thomas, and Caroli, Betty B., *Today's Immigrants: Their Stories*, New York, Oxford University Press, 1981. Particularly appealing for poignant stories about individual groups in the New York area.

Reamers, David, *The Immigrant Experience*, Edgemont, PA, Chelsea House, 1988. Covers traditional immigrant experience from Europe as well as modern immigration from Asia and South America. Geared for middle school students.

Reimers, David, *Still the Golden Door: The Third World Comes to America*, New York, Columbia University Press, 1985. Scholarly contribution to the literature of the new immigration.

4. The World of Difference

Books for the Teen Age, The New York Public Library, 1991. Annually updated compilation of extraordinary quality.

"Classroom Materials for Countering Prejudice," *Social Education*, April/May 1988. p. 291. Significant list of print and nonprint media recommended by the Anti-Defamation League for elementary and secondary school levels.

Cohen, David, and Cohen, Monroe D., *Resources for Valuing Diversity: The Louis Armstrong Middle School (I.S. 227 Q) Multicultural Collection*, Flushing, NY, Queens College (CUNY) Center for the Improvement of Education, 1990.

Cohen, David, Mauro, Josephine, and Weidman, Bette, *New Americans and Their Cultural Legacy: Selected Readings*, Flushing, NY, Queens College (CUNY) Ethnic Materials Information Exchange, 1989.

Ethnic Studies Library Series, 1961-1991, Minneapolis, Lerner Publications. A constantly updated set of 24 paperbacks, so far, plus a teacher's guide on various ethnic groups in America aimed at middle school students.

Gay, Kathlyn, *Rainbow Effect*, New York, Franklin Watts, 1987. Problems of children in interracial and multiethnic families. Geared for young adults.

Goldman, Nancy, "Bibliography of Multi-cultural Film and Video," *Sightlines*, Summer/Fall 1991. pp. 9-33. Sources for locating multicultural films, videos, etc.

Kruse, Ginny Moore, and Hornung, Kathleen T., *Multicultural Literature for Children and Young Adults*, 3rd ed., Madison, WI, Cooperative Children's Book Center, 1991. Annotated bibliography of 483 books published 1980-90. Selected for innovative style, accurate content and important theme or unusual insight. Although claiming to be multicultural in scope, subject material is limited to people of color.

Multicultural Studies: Multiethnic Human Relations, 1991 catalog, Social Studies School Service, P.O. Box 802, Culver City, CA 90232-0802. A very convenient list put together by an enterprising vendor.

The Peoples of North America Series, 1986-1989, Edgemont, PA, Chelsea House. Recent series on more than 100 ethnic groups in America aimed at junior high students, right on target for the new emphasis on ethnicity in America.

Reference Books for Children's Collections, 2nd ed., The New York Public Library, 1991. includes a special section on ethnic groups.

Tway, Eileen, "Dimensions of Multicultural Literature for Children," Chapter 6 in Marsha K. Rudman, eds., *Children's Literature: Resource for the Classroom*, Norwell, MA, Christopher Gordon Pub., 1989. Excellent list of books together with a set of appropriate criteria.

Tway, Eileen, ed., *Reading Ladders for Human Relations*, 6th ed., American Council on Education, 1981. Important for section on "Heritage."

REFERENCES

1 Glazer, Nathan, and Moynihan, Daniel P., *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*, 2nd ed., Boston, M.I.T. Press, 1970.

2 *The New York Times*, v139, n48238, May 17, 1990. p. B1.

3 Henry, William A. III, "Beyond the Melting Pot," *Time*, v135, n9, April 9, 1990. pp. 28-31.

4 Jacobs, Nora, ed., "A State of Change: California's Ethnic Future and Libraries," *Conference and Awareness Forum Proceedings*, 1988, Sacramento, California State Library Foundation, P.O. Box 942837, Sacramento, CA 94237.

5 *Library and Information Services for the People of a Diverse State, Report of the New York State Governor's Conference on Library and Information Services*, published by the State Education Department, 1992. pp. 8 and 21.

6 *Discovery*: The Newspaper of the 1991 White House Conference on Library and Information Services, August 1991. p. 9.

7 *Ibid.*, p. 14.

8 Sobol, Thomas, New York State Commissioner of Education, letter, August 15, 1991. p. 2.

9 *Ibid.*, p. 1.

David Cohen *is Adjunct Professor in the Graduate School of Library and Information Studies at Queens College (City University of New York) in Flushing, NY, and the editor of the ALA EMIERT* EMIE Bulletin. *He was also a delegate to the 1990 Governor's Conference on Library and Information Services.*

Suzanne Li, *who assisted in preparing this article, is his former student and now a reference librarian at Queensborough Community College, as well as a fellow delegate to the Governor's Conference, a member of the Governor's Commission on Libraries and a delegate to the White House Conference on Library and Information Services.*

SCHOOL LIBRARY MEDIA CENTER PLANNING: THE MEMBER PLAN

By Judith A. Jerome

Most of us proceed with our lives with a level of acceptance and inevitability that challenges fate. We work diligently to accept what we can't change and change those things that we can. We read books such as *Why Bad Things Happen to Good People* and ponder the vicissitudes and unpredictability of life. We realize that, as much as we would like to do so, we can't control every aspect of our lives and the lives of those around us. And yet we do plan ahead. We deposit money in savings accounts "for a rainy day" or save for the college education of our children. We insulate our homes in order to lessen the cost of future energy bills. We recycle so that we can preserve a healthy environment for future generations. And most of us do these things without the conscious consideration that they are based in premises that define values. For example, if we open a savings account for our children's college education and plan for regular deposits, we are saying that a college education is valuable and good.

And yet, even though we plan ahead and, at the same time, assert what we consider valuable (or not) in our personal lives, we often approach our work lives with a haphazardness that belies the existence of tomorrow. As school library media specialists we assert that reading and knowing how to use information is good for young people, but we rarely systematically assess what exactly we need to do to prepare information-literate graduates. The necessity for long-range and strategic planning becomes even more evident when we factor in the information technology revolution and the rate of change in methodology for accessing and using information. The business world, which measures success by bottom line profits, has known for decades that planning increases profits. Those of us in libraries, with our concern for daily service to students and faculty, have often been forced to take a reactive posture in the face of change or crisis situations. The current fiscal crisis in New York State has left us all with a wariness about the future. For some, planning begins with the articulated realization that "If I had known more, I should and could have handled this situation better." With the benefit of hindsight, we realize that if we don't learn from experience, we are bound to repeat the same mistakes.

STRATEGIC PLANNING DEFINED

Winston Churchill stated, "It is always wise to look ahead, but difficult to look further than you can see." The development of a strategic plan for our library media programs requires us (using Churchill's metaphor) to use a telescope to look to the future. In order to plan effectively, we need to simulate the future, project the future on paper and redo it if the results are not desirable.[1]

Strategic planning has been defined by many writers. Anthony writes: Strategic planning is the process of deciding on objectives of the organization, on changes in these objectives, on the resources used to attain these objectives, and on the policies that are to govern the acquisition, use, and disposition of those resources.[2] Simply put, a strategic plan gives the goals and objectives of the library and the means by which the library intends to reach them. A library media center's strategic planning process, therefore, begins with an assessment of the mission, the goals and the objectives of the school district and the school building within which the library operates. After analyzing these documents, the library planner formulates the goals and objectives of the library media program, relating them to the goals and objectives of the district and the building. By tying these goals to a timeframe, long-range planning becomes synonymous with strategic planning and becomes an even more effective planning document. At this point, it is helpful to involve all members of the school community. By soliciting feedback and requesting suggestions, a community of stakeholders is constructed who, through involvement, have become vested in the plan's success.

After the program's goals and objectives have been articulated, the librarian develops methodologies or strategies for attaining these goals. This process can be defined in the following stages:

- *a self-analysis* of the program as it presently exists;
- *an iteration of the outside influences* that enhance or inhibit the program's effectiveness. These factual statements can then be ranked by importance as defined by the program's mission, goals and objectives;
- *an array of strategies* for resolving the identified issues;
- *choices among the alternatives* that are determined by identified decision criteria based on both qualitative and quantitative factors. These criteria can be used to eliminate undesirable alternatives, limiting choices to those alternatives remaining. At this point,

questions can be raised to define better the desirable alternatives. That is, is the choice congruent with the district's instructional goals? Does the strategy enhance integration of the library media program into all curricular areas?

- *implementation of the chosen alternatives.* At this point, tasks or "action steps" are defined. Also, resources are allocated to finance implementation. Because of the involved process of identification, justification of expenditures of funds is implicit.
- *monitoring and evaluation.* During the implementation stage, correct or reinforce any action steps. Ask questions that could impact future stages of the strategic plan. For instance, has three months proven to be a realistic time projection for retrospective conversion of the library's collection? Review progress and evaluate the results.
- *adjust and/or reformulate the strategic plan.* Reassess the influences affecting the program and repeat the steps above.

No area within the educational community has changed faster than the profession of library media specialist. When I studied library science, there was considerable discussion about microforms replacing books. "Who wants to curl up with a microfiche reader?," we asked. What we have seen has been a "micro revolution" of a different kind — the microchip. Computers, CD-ROM technology, online information access and other new technologies have changed the profession forever. What is interesting is that change is occurring like a truck on a downhill slop; initially we are traveling at the speed limit but as we continue downhill, the speed increases geometrically until we fear that we will lose control. If we don't brake and downshift skillfully, there may be an accident. It could be said that if we had planned our route more carefully, we wouldn't be in this panic situation as the truck careens down the hill.

A strategic plan gives the goals and objectives of the library and the means by which the library intends to reach them.

Librarianship has been like this. Change has launched us on a precipitous course without maps leading to what is ahead. What we can learn is how to anticipate change and make the future, if not more predictable, at least more manageable. The art of strategic planning is our map.

"The unwillingness to give such planning the time it requires reflects a willingness to sacrifice the future for the present, and a lack of understanding of the fact that most of the urgent matters requiring attention now are consequences of inadequate planning in the past. Only planning can provide escape from crisis management."3

SCHOOL LIBRARY SYSTEMS AS A FACILITATOR FOR PLANNING

When school library systems were organized, the resource sharing through interlibrary loan, database development and cooperative collection development was the primary and overriding goal. Broad guidelines for system membership included a willingness to share resources and a commitment to an adequate level of support for library collections. Another requirement of each member library was the development and annual updating of a "Member Plan" to be filed with the school library system.

This information has proven to be an invaluable resource for planning both at the system level and at the member level. The information in the member plan itself is determined by the member librarians and is approved by the school library system council.

Member librarians have used the annual plan information creatively and constructively. Most have stated that the information gathered on their annual member plans represents the initial step in evaluating the effectiveness of their library media programs for that year and the degree to which the goals and objectives of their own strategic plans were met. It represents both the initial and final steps (self-analysis and evaluation) in the strategic planning process.

Since the member plan also requires the signatures of the school superintendent and the principal, many librarians use it as a means of initiating dialogues with administrators. It provides an opportunity for the library media specialist to discuss the included information in an organized and concise way. At the same time, administrators can question or offer suggestions or support for the program as outlined in this document. The questions about use of school library system services permit the librarian to market the services of the system and to discuss the benefits of resource sharing by participating in the statewide library network.

The statistics reported in the member plan are used by the school library system to assess effectiveness of system services and to propose revisions to its own *Plan of Service and Organization*. In this way, the member plan better reflects member needs and concerns and becomes an evaluation instrument for the school library system.

All information reported on the member plan is confidential, although the data may be aggregated and used for statistical purposes. Sometimes, library media

supervisors have requested information in order to gain a regional perspective on district library program and services. For instance, one supervisor asked for certain budget figures that were indicators of local library support. We compiled these figures including not only library materials budgets, but also corresponding grade levels and student enrollments by building. The supervisor used these figures in a report to the school board that resulted in a **33 percent increase** in local support for the district libraries the following year.

Last year, we initiated a pilot program utilizing an electronic bulletin board. A planning committee decided to offer this program to librarians based on past interlibrary loan activity and availability of a telephone line in the library and a computer, a modem and telecommunications software. All of this information was obtained from the member plan.

Finally, the planning process is continuous. It provides an opportunity for all members of the school library community to become vested in the future. In many ways the process is more important than the document. The plan itself should be reviewed annually; goals and objectives should be analyzed and discussed. Those goals that are fulfilled are "rolled off" the plan, while new strategies may be needed for those goals that are still valid. Some objectives may even be discarded if the issues are no longer present.

The real value in strategic planning is the thinking and creativity it promotes in a library community. The member plan experience in New York State's school library systems has provided this means for anticipating the future in a changing and unstable world.

REFERENCES

1 Riggs, Donald E., *Strategic Planning for Library Managers*, Phoenix, AZ., Oryx Press, 1984. p. 3.

2 Anthony, Robert N., *Management Control Systems*, (Homewood, IL, Richard D. Irwin), 1965. p. 4.

3 Ackoff, Russell L., *Creating the Corporate Future — Plan or Be Planned For*, New York, John Wiley & Sons, Inc., 1981. p. 240.

Judith A. Jerome *is Director of the Onondaga-Cortland-Madison BOCES School Library System. She is a former elementary school librarian and director of a public library. Her 20 years as a professional librarian provide a solid, historical perspective on the field of librarianship and an awareness of the flexibility needed to adapt to constant change. She not only advocates for library planning but also finds a sense of humor absolutely necessary.*

REACH OUT + DRAW IN = CONNECTIONS

By Patricia Webster

Let's face it: being a library media specialist today means working in a technologically demanding and philosophically uncertain environment. It means coping with constant change. It means struggling daily with issues for which there are no easy answers: issues like the need for flexible scheduling, increased budgets, adequate staffing, appropriate resources. It means providing for staff development, for potential networking capabilities, for technologies that have changed the way we do business in library media centers. *Information Power: Guidelines for School Library Media Programs*[1] suggests that a library media specialist must succeed at being a teacher, an information specialist and an instructional consultant. These demands, and others, must be met if we are to deliver services and provide the connections necessary to sustain dynamic library media programs in today's schools.

As staff of the Bureau of School Library Media Programs work with building level colleagues across the State we recognize that all library media specialists want to develop effective programs. Some perform as experienced teachers, others as competent users of computers and other technologies, still others collaborate with fellow teachers to develop curriculum or design instructional strategies. All attempt to provide balance and focus to the library program.

To deliver services and provide the connections necessary to sustain dynamic library media programs today, however, assumes that we can go beyond the attitudinal and procedural changes we have already made to become expert at technology or skilled in instructional consulting. We must be willing to adapt successful business practices to the management of schools, as well as in library media centers. Furthermore, we must step outside the library media center to accept leadership positions in the school reform movement that now demands our attention. Do we know what we can do differently to create library media programs that complement the efforts of this reform?

One proven practice — borrowed from business and now being learned by educators — is strategic planning. Strategic planning is the process of deciding on the organization's mission statement and then establishing goals, objectives, strategies, alternatives and policies required to implement and evaluate the goals selected.[2] Strategic planning helps the school library media specialist achieve a measure of control over the dynamic and rapidly changing environment of a library media center, but not without necessary preparation and organization. Business leaders tell us it is a people-interactive process and must be continually updated. Finally, strategic planning is future-oriented. Practitioners recommend a three-year timeframe to complete a cycle of planning and evaluating before beginning the next cycle.

Each of us is more or less familiar with one example of strategic planning already developed for our purposes: the planning process outlined in A Planning Guide for Information Power.[3] This booklet is designed to help library media specialists achieve the comprehensive library media program described in Information Power: Guidelines for School Library Media Programs. It emphasizes that the library media specialist must take leadership in initiating successful planning. It suggests that several questions guide thought and action before moving into strategic planning. Among them are:

- What are your purposes for planning?
- Who should be involved in this planning process?
- Who are the key persons in your school community whose support is essential?
- What is expected from planning committee members?
- What resources are needed to support the planning process?[4]

These key questions are not quickly answered. But, time spent alone, reflecting on these components in the process, makes it possible to move into the next phase of planning.

If you ask why you should undertake responsibility for developing a mission statement, then goals and objectives, etc., for a program that already keeps you busy enough, perhaps strategic planning as outlined in *Information Power* can be a solution. If you are willing to share responsibility and ownership for the library media program with others in the school community, you are likely to have a stronger, better balanced and more vital program.

Information Power states that schools must develop an information curriculum that is an integral part of every subject taught. Therefore, responsibility for developing that information curriculum must be shared by *all* in the school community. We, as library media specialists, must provide leadership to see that the need is addressed, but it is no longer appropriate or advisable

YIKES!
COM CAT
IS COMING
TO A LIBRARY
NEAR YOU.
COM CAT
IS
HERE!
Track him down
at the library.
COM CAT
COM CAT (from Computer Output MicroficheCATalog) n. 1. a list of items produced by computer and printed on microfiche. 2. library resources owned by members of the Oneida County BOCES School Library System which are available for interlibrary loan.

COMcat posters provided by the Oneida County BOCES School Library System.

for one or a few library media specialists to have sole responsibility for the library media program. The planning process of *Information Power* recommends a library planning committee comprised of teachers, administrators, parents, students and others as the best vehicle to work out each school's library media program. Not only can they develop an integrated information-rich curriculum, but they will have a commitment to the program. More than a few will "own" the program, and each will have contributed a different perspective to the whole.

In the past, we probably did our own program planning. We can see, however, that this strategic planning process — uniquely designed for library media program planning — offers us a chance to invite others to participate in designing library programs that are more likely to meet the needs of all the teachers and students in the school. The strategic planning process an opportunity to make the connections needed to create and sustain vital library media programs.

Schools must develop an information curriculum that is an integral part of every subject taught.

In addition to implementing strategic planning, we must seek roles for ourselves in school-based planning efforts underway in so many schools in New York State. Site-based management or school-based techniques, adapted from the private sector, force school districts to rethink the way they involve personnel in the decision-making processes of education.

Our role as library media specialists will be significantly enhanced if school-based management is properly implemented. We will have an impact over decisions that directly affect our work. We can participate in decision making, however, only if we belong to planning teams or building committees that make decisions about resource allocation, staffing, facilities, etc. Having already participated in strategic planning efforts of our own, which resulted in shared responsibility for the library media program, we recognize that a shared-base planning process takes time, involves other people and focuses on the future rather than the immediate situation.

When planning teams are formed, librarians need to volunteer to be on those teams. We know how to work collaboratively to achieve common goals. In addition, we have another unique contribution to bring to these teams, as information specialists, "making resources

available to...teachers through a systematically developed collection within the school and through access to resources outside the school."[5] This, perhaps, offers one of the best opportunities for informing our colleagues, once again, of our traditional role and worth.

A New Compact for Learning, New York State's response to the need for school reform, states that "no Compact for Learning can succeed without the active participation of well-prepared, well-supported, well-motivated teachers."[6] Library media specialists are well-prepared because they are experienced in implementing *Information Power* in their schools and programs; they are well-supported because they have access to the best and most comprehensive information resource networks through their school library systems; and they are well-motivated because they know they make a difference in their schools. School-based planning teams require the presence and active involvement of the library media specialist for these very reasons.

Let's face it: once again we are called upon to help lead the change we never asked for, but surely anticipated. From the first filmstrip to the latest CD-ROM, we have defined our responsibility, explained the use and delighted the user. We still struggle with technology and adapt to new philosophies. We are willing to use new approaches and accept the role of leader. We are challenged by school reform movements, for we know that that process needs us. We will reach out to draw in and connect.

REFERENCES

1 *Information Power: Guidelines for School Library Media Programs*, Chicago, American Library Association, 1988.

2 Riggs, Donald E., *Strategic Planning for Library Managers*, Phoenix, AZ., Oryx Press, 1984.

3 *Planning Guide for Information Power*, Chicago, American Library Association, 1988.

4 *Ibid.*, p. 6.

5 *Information Power: Guidelines for School Library Media Programs*, p. 38.

6 *A New Compact for Learning: Improving Public Elementary, Middle and Secondary Education Results in the 1990's*, The University of the State of New York, The State Education Department, Albany, 1991, p. 8.

SELECTED BIBLIOGRAPHY

America 2000: An Education Strategy, U.S. Department of Education, Washington, D.C., 1991.

Brandt, Ron, "On Strategic Management: a Conversation with George Wilkinson," *Educational Leadership*, v48, n7, July 1991.

Caldwell, Sarah D., and Wood, Fred H., "School-Based Improvement — Are We Ready?," *Educational Leadership*, v45, n10, October 1988.

David, Jane L., "What it Takes to Restructure Education," *Educational Leadership*, v48, n8, August 1991.

Educational Research Service, "Site-Based Management," *Information Aid*, Arlington, VA, 1991.

Patricia Webster *is an Associate in the State Education Department's Bureau of School Library Media Programs. She serves on the "Information Power" Statewide Implementation Committee of the New York Library Association. She is also a member of the NYLA Publications Editorial Board, a member of the Learning Technologies Fair Committee and the State Education Department team for the statewide Excellence and Accountability program.*

WHERE DID THE SCHOOL LIBRARY SUPERVISOR GO?

By Carol Kearney

In Steven Kellogg's version of the favorite fairy tale entitled *Chicken Little*, Chicken Little thought the sky was falling because she was hit on the head by a falling acorn. Of course, she did not know it was an acorn and went about the countryside convincing her friends that the sky was falling.[1] In the same way, we might challenge where the school library supervisor went.

WHAT IS THE HISTORY OF SCHOOL LIBRARY SUPERVISION?

Until the beginning of the Federal Elementary and Secondary Education Act of 1965,
there were very few school library supervisors. ESEA, part of President Lyndon B. Johnson's "Great Society" plan, included funding for many educational programs, and Title II of that Act provided funds to school districts for the purchase of school library resources. This history of school library supervision and the impact that ESEA had on its development has been adapted from *Supervision of District Level Library Media Programs* by Blanche Woolls.[2]

Woolls indicates that there was a history of 60 years of school libraries before the position of school library supervisor started to take shape. At the beginning of the century, a single school librarian managed the high school library, which in many school districts also served the total school population. Therefore, there was little perceived need for a school library supervisor at the school level. However, in 1890, an Inspector of School Libraries was appointed to the staff of the New York State Education Department, and a similar position was added in 1911 by the Minnesota legislature for that state.[3]

There is some disagreement, Woolls continues, over when the first school district library supervisor was appointed. According to Martin Rossoff, the first appointment of a school district supervisor came in 1903 in New York City. However, according to Henry L. Cecil and Willard A. Heaps, the first appointment came in 1917 in Columbus, Ohio. Regardless of the date, it was the larger cities that were more likely to have a school library supervisor. According to Cecil and Heaps, the following lists the chronology of appointments of school library supervisors:

1920 Albany, New York; Los Angeles, California
1922 Long Beach, California; Dearborn, Michigan
1923 Detroit, Michigan; Fresno, California; Hudson, New York
1923 Denver, Colorado
1930 Wilmington, Delaware; Beverly Hills, California; Tyler, Texas
1931 Schenectady, New York
1932 Gary, Indiana; Salem, Oregon
1935 Fort Worth, Texas; Knoxville, Tennessee
1937 Dayton, Ohio; Yonkers, New York; Bend, Oregon
1938 Nashville, Tennessee; Tacoma, Washington[4]

In addition to helping with the building program, selecting and placing the school
librarians, approving the resource purchases and helping to solve problems, Woolls says that the school library supervisor position was created because school district administrators wanted to develop a professional library. In the Chicago Public Schools in 1935, for example, this position was created solely for the purpose of organizing a professional library in the central office.[5]

Woolls continues, Mahar and Holladay, of the Library Services Branch of the United
States Office of Education, gathered statistics on school libraries and school library supervisors in 1960. They found that of the 14,830 school districts in the United States, 636 of them had central offices that provided professional services to school libraries. Consultant services by a school library supervisor were provided to 498 elementary schools and 323 secondary schools. Although there has not been a similar study since the 1960s, a 1968 publication listed a total of 1,273 supervisors by state. This directory indicated an increase of 248 school library supervisors in 1966 and 145 in 1967, demonstrating the effect of Title II of the Elementary and Secondary Education Act (ESEA).[6]

When ESEA was enacted in 1965, Woolls further states, there were very few school libraries or librarians at the elementary level and a relatively limited number of junior and senior high librarians. Therefore, in many schools the responsibility for the selection of school library resources fell to administrators and teachers. When the materials arrived, there was no one to process them and they were distributed to classrooms. Parents came to school eager to volunteer to help establish libraries wherever space could be found. These "facilities" ranged from closets, to vacated band rooms, and even the school cafeteria or stage. The need for someone

at the district level to select these resources, process them and create a library facility became apparent. Job titles and job descriptions varied from district to district. Some were directors while others were coordinators, supervisors or department chairs. Some of these new supervisors were even given the responsibility for coordinating all Federal projects in the school district.[7]

During the 1960s and 1970s, the number of school library supervisors grew across the country. This was also true for New York State. In the "History of the School Library Media Supervisors Association of New York State," during the years between 1958 and 1967, the number of people who, in any way, were responsible for school library supervision increased from 34 to 101.[8] By 1980, this number had increased to 162.[9] In 1982, with the enactment of the Educational Consolidation and Improvement Act, ESEA Title II was consolidated with many other titles, giving the local school district an option on how it spent these dollars. With the inception of computer technology, the number of schools that opted to use these funds for library materials declined. As instructional needs and educational costs increased, the perceived need for a school library supervisor diminished. By 1990, the number of school library supervisors in New York State was 93.[10]

DOES THE SUPERVISOR MAKE A DIFFERENCE?

The school library supervisor is a force for excellence. I am sure that this example was duplicated many times over in school districts across our State: The local school district created the position of school library supervisor in the late 1960s when one of its schools received an ESEA II Special Purpose Grant. In addition to supervising this project, the school library supervisor also worked with all librarians in the district to create a program to support classroom instructional programs, helped to design new facilities in the district and worked with librarians to convert libraries into library media centers. The district made great strides toward quality library media center programming. Teachers and library media specialists planned together for the accomplishment of instructional objectives. All elementary schools in this district were providing flexible access for all teachers and students to the resources and staff at the point of need instead of regularly scheduled classes. Students were learning information skills and practicing these skills as a direct outgrowth of an instructional need. Students were assigned a project in the classroom, came to the library media center as a class to learn the information skills needed to complete this project and then returned as a whole class, a small group or individually to complete this project. The junior high and senior high school program was already flexible, and, with teacher/library media specialist planning, information skills were integrated into the instructional program also at this level. Staff development programs were also planned by the school library supervisor to help library media specialists implement this program.

When the school library supervisor left the district, several years later, the district chose not to replace the position. Within four years, the elementary program was again regularly scheduled and students had very little access to the library staff and resources beyond a scheduled library period. Eventually, a central office administrator was given the responsibilities for the library program, but the elementary schools are still regularly scheduled.

WHO ADMINISTERS PROGRAMS TODAY?

Although there seems to be fewer school library supervisors today than 20 years ago, there are still many people in the State who have been assigned the responsibility of administering a school library media program at the district level. This person may be a department chair, a coordinator, a supervisor from another curricular area or a curriculum specialist. Some library supervisors have a changed or expanded job description. Today a school library supervisor might also be responsible for the district's computer instruction and audiovisual program. Or the audiovisual supervisor or director may now be responsible for the library media center and computer instruction program. Regardless of who does the job, the functions of a school library supervisor must be completed by someone in the district. The title and job description of this individual may have changed in many school districts.

WHAT DOES THE SCHOOL LIBRARY SUPERVISOR DO?

The position of school library supervisor is as varied as the people who serve in the position. However, the functions that the individual performs are described in *Information Power* as: leadership, consultation, communication, coordination and administration. For a complete listing of these functions, consult pages 103-106 of *Information Power*.[11]

LEADERSHIP: In performing the function of LEADERSHIP, the school library supervisor:

- develops an effective plan and process for delivering school library media programs to students and teachers that support the philosophy, goals and objectives of the school district.
- provides guidance and support to the school library staff in program planning, curriculum development, budgeting, staff development, facility use and media production.
- participates at the administrative level in committees

on curriculum development, facility planning, personnel, budget and management.

- encourages the use of new technologies to support teaching and learning at the building level.
- provides district staff development programs for library media specialists to foster leadership, competence and creativity in program development.
- advocates the principles of intellectual freedom that govern the right to read and to access information and ideas.

CONSULTATION: In performing the function of CONSULTATION, the school library supervisor:

- assists library media specialists in determining needs, developing goals and objectives, creating activities and evaluating program.
- encourages the expansion of programs that integrate the teaching of information skills with the teaching of subject content.
- demonstrates methods for effective integration of library media center activities and instructional units at the building level.
- consults with planning committees and architects when new or remodeled facilities are being planned.

COMMUNICATION: In performing the function of COMMUNICATION, the school library supervisor:

- advises and makes recommendations to district and school administrators of new developments in library media programs, technology, instructional strategies and research for the improvement of the instructional program.
- conducts staff development meetings for teachers, administration and support staff on the library media center program.
- develops and implements plans for presenting and publicizing library media center program and services with administrators, teachers, parents and board of education members.

COORDINATION: In performing the function of COORDINATION, the school library supervisor:

- coordinates the planning and development of a K through 12 library media center program including an integrated information skills curriculum that serves students and teachers within the district.
- coordinates the acquisition of library resources within the district.

ADMINISTRATION: In performing the function of ADMINISTRATION, the school library supervisor:

- works with the building administrator in selecting and evaluating library media personnel.
- works with the building administrator to ensure that the library media program is an extension of the instructional program and strengthens it.
- assists library media specialists and principals in developing building level library media budgets and helps to interpret these budgets at the district level.
- negotiates contracts and supervises purchase and installation of all resources.
- evaluates the impact of library media programs on the instructional program at the school and district levels.[12]

DOES A SUPERVISOR MAKE A DIFFERENCE IN LEARNING?

A New Compact for Learning has defined the direction of education in New York State for the next decade and into the next century. The school library supervisor will assist library media specialists and principals to assess the needs and develop action plans to implement the *New Compact*. Basic principles of the *New Compact* are that all children can learn; that energies should be focused on achieving desired outcomes; that minimum competency is not enough — students and teachers must aim for mastery; that every child in New York State is entitled to the resources necessary to provide a basic education; that each participant should be held accountable for achieving the desired results; and that success needs to be rewarded and failure remedied.[13]

Staff development planned cooperatively with library media specialists to teach necessary skills to support these principles is critical to the success of the *New Compact* program. A school library supervisor will also work cooperatively with library media specialists to plan for programs and secure resources either through local purchase or interlibrary loan to provide a basic education for all students. A school library supervisor will provide supervision and evaluation of library personnel and program that will strengthen the program delivered to students and teachers, thus strengthening the instructional program.

The library media center program helps to make the connection between the content and the student. The library media center program as an extension of the classroom supports learner outcomes through access to information and support of the instructional program. Cooperative planning between the teacher and library media specialist, provides the resources including the use of technology to assist students in their search for

and use of information in the completion of resource-based projects — going beyond the textbook. Information skills are integrated into the curriculum and through these research projects, students learn to think critically and develop search strategies. Because of these experiences, students will be prepared for the continuous "information explosion": students will be able to use resources including technology not yet invented through their knowledge of similarities to those they use today.[14] One of the Regents goals for elementary and secondary school students will be achieved:

> Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.[15]

The school library supervisor makes the connection with the principal and the library media specialist to ensure that the program described above is planned, implemented and continuously evaluated. This person provides staff development so the library media specialist is knowledgeable about these strategies and has the skills necessary to carry them out. This person will also work to provide the necessary technology in school libraries so that the libraries will become an electronic doorway to the other libraries in our State and country. The role of the school library supervisor is to make certain that there is a standard of excellence that will ensure that "all students and staff become effective users of ideas and information."[16]

WHAT'S NEXT?

Although the number of school library supervisors may have diminished over the past several years, the responsibilities in many cases have been redistributed or the job descriptions of people in existing positions expanded. I feel that we have "bottomed out" and that there is a commitment to providing every student with the "resources necessary to provide the sound, basic education that the State Constitution requires."[17] This includes a strong library media center program with a school library supervisor. Robert Wimpelberg makes a strong case for central office to play a central role in instructional leadership. He has identified research that shows teachers are more committed to change when they know that district administrators are interested in what they are doing.[18] The school library supervisor will be able to interact with building level personnel to help make the changes necessary to improve program and implement *A New Compact For Learning*. Several years ago, Edmonton, Alberta, reduced their central office and reorganized job descriptions. Site-based management resulted, and most decisions were made at the building level including matters of personnel and budget. Positions in central office were reinstated and added as personnel in schools realized that they needed assistance and direction beyond their expertise. What has happened is that central office staff has, in fact, increased.[19]

Another way of looking at the need and solution for a school library supervisor is for the function to be delivered on a regional basis through a Board of Cooperative Educational Services or through the central office of the five large cities, much as the services of the School Library System are delivered. The school library supervisor must be completely familiar with the K-12 curriculum. This accomplished, this person could, in partnership with the building administrator and library media specialist, become knowledgeable about the mission, goals and objectives of the individual school and school district and assist the library media specialist in developing a program that supports the instructional objectives.

Central office administrators in general, and the school library supervisor specifically, have important roles and responsibilities that support and improve the instructional program at the building level while offering support and assistance to the staff. This person may carry a different title or job description but the functions of this position are too important to the accomplishment of the mission of our schools, for it not to be filled.

The question is not, "Where did the school library supervisor go?" The question is, "Is someone advocating for school library media programs either at the district or BOCES level?" Just as Chicken Little found out in the end that the sky was really not falling, that it was just an acorn that fell off a tree, so will we find that the school library supervisor really did not go anywhere, but that the role has been altered or expanded. If this very needed assistance is unavailable, library media specialists in these school districts should become proactive and encourage the administration to include this role either at the district level or at the BOCES level. The sky is not falling!

REFERENCES

1 Kellogg, Steven, *Chicken Little*, New York, William Morrow & Co., Inc., 1985.

2 Woolls, Blanche, *Supervision of District Level Library Media Programs*, Englewood, CO, Libraries Unlimited, Inc., 1990. pp. 3-6.

3 *Ibid.*, p. 3.

4 *Ibid.*, p. 4.

5 *Ibid.*

6 *Ibid.*, p. 5.

7 *Ibid.*

8 "History of the School Library Media Supervisors Association of New York State," Albany, New York, 1977.

[9] Bureau of School Library Media Programs, State Education Department, New York State, October 1991.

[10] *Ibid.*

[11] American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs*, Chicago, Illinois, American Library Association and Association for Educational Communications and Technology, 1988. pp. 103-06.

[12] *Ibid.*

[13] *A New Compact For Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990's*, Albany, New York, The University of the State of New York, The State Education Department, March 1991. p. 3.

[14] Weisburg, Hilda K., and Toor, Ruth, "Professional Development," *School Librarian's Workshop*, February 1991. p. 13.

[15] *A New Compact*, p. 20.

[16] *Information Power*, p. 1.

[17] *A New Compact*, p.3.

[18] Wimpelberg, Robert K., "The Dilemma of Instructional Leadership and a Central Role for Central Office" in Greenfield, William, *Instructional Leadership: Concepts, Issues, and Controversies*, Boston, MA, Allyn and Bacon, Inc., 1987. pp. 107-111.

[19] American Society for Curriculum Development Preconference Seminar, held in San Antonio, TX, March 1990.

Carol Kearney *is currently the Director of School Libraries for the Buffalo Public Schools and has held this position for the past 18 years. She has been an elementary, junior and senior high school librarian. Most recently, she served on the "Flexible Scheduling Task Force" for the American Association of School Librarians, American Library Association, and is Chair of the "Information Power Implementation Committee" for the School Library Media Section of the New York Library Association. Ms. Kearney is a past president of the School Library Media Section and of its parent organization, the New York Library Association. She has served as Chair of the Regents Advisory Committee on Libraries for the State Education Department and is a Visiting Lecturer at the School of Information and Library Studies at SUNY at Buffalo.*

SCHOOL LIBRARIES IN THE NEW YORK CITY SCHOOLS

By Lucille C. Thomas

The New York City Board of Education made history in 1900 with the appointment of Mary A. Kingsbury as librarian at Erasmus Hall High School in Brooklyn, New York.[1] Walter B. Gunnison, the principal, "conceived the novel idea of having a librarian, trained in a professional library school, to take charge of the school's small library. In addition to being the recipient of a library degree from Pratt Institute Library School (Brooklyn, NY), she passed the first examination ever given by the New York City Board of Education for the position of school librarian. She was appointed and assumed her duties in June 1900 at a salary of $600...."[2]

Three years later, Mary E. Hall was appointed librarian for Girls' High School in Brooklyn. Further evidence of the value of school libraries is a quote by the New York City Superintendent of High Schools in 1915: "It may confidently be asserted that the most potent single agency in the modern cosmopolitan high school is the library."[3]

Mary Hall, in 1925, articulated a clear vision of what high school library service could become: "The room may fulfill all its pedagogical functions as a reference collection for obtaining information, a training school in the best methods of securing that information, a laboratory for special topic work and collateral reading in connection with the subjects in the curriculum and yet fail one of its highest functions if it fails to be a place of inspiration and recreation as well."[4]

Later, after court litigation, the Board of Education made a ruling that elevated the high school librarian to the same level as a teacher. Hence, the official title for a school librarian in New York City became "teacher of library."

The high school library continued to expand but little attention was given to the elementary school library programs. The library service needs of the elementary school students were allegedly met by classroom collections or by designating a room for books with a classroom teacher as the overseer.

At the State level, high school libraries were further supported by the adoption of the Education Commissioner's Regulations that stated the staffing requirements for high school librarians according to the student ratio — one librarian per thousand or a major fraction thereof. In spite of this recognition of librarians in Regulations, most of the high school principals did not include the librarian in the decision making group at the building level.

The 1960 *Standards for School Library Programs*[5] gave impetus for library development at all levels — elementary, junior high and senior high school. These guidelines set forth the philosophy that the school library is a force for educational excellence.

In the early 1960s, the position of teacher of library in the day elementary school was established by the New York City Board of Education. Unfortunately this position was created with the proviso that the librarian would serve as a cluster teacher. This meant the classes were scheduled to the library to provide the classroom teachers preparation periods. The arrangement did not provide time for the librarian and teacher to plan together. The majority of the positions were filled by teachers without any library school training, but some enrolled in library school.

In the late 1950s and early 1960s, a "district librarian" was assigned to each school district. Of the original 25, only two or three were licensed/certified librarians. With the staff development provided by the New York City Board of Education Bureau of Libraries, coupled with course work at the library schools, the "district librarians" were able to provide some technical assistance for the building level librarian in the elementary schools. Since the position did not have the rank of supervisor, the "district librarians" were not able to evaluate staff or set policy. However, they helped to organize the materials and to serve as a liaison to the Bureau of Libraries.

THE NEW YORK CITY PUBLIC SCHOOLS

The New York City public school system is the largest school system in the country. The policy-making body for the schools is the seven-member Board of Education. The Chancellor, who is selected by the Board, is responsible for the day-to-day administration of the schools.

In 1969, the New York State Legislature passed a law establishing 32 Community School Districts. Each Community School District has a nine-member board elected in a special election for a three-year term. Each Board selects a superintendent to administer the elementary and intermediate junior high school in its district.

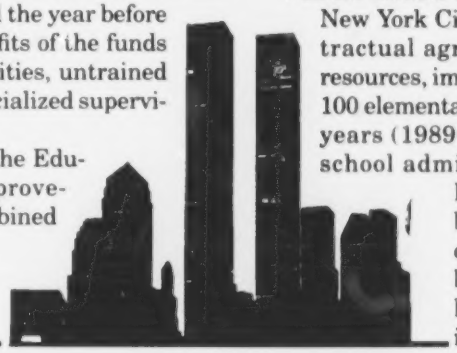
Facts and Figures 1990-91; Statistics Based on the 1989-90 School Year states that there is a total of 956,616 students and 121,978 staff in 984 schools.[6] These include 633 elementary, 179 middle schools, 120 high schools and 52 special education schools. The exact

number of school librarians was not available. Unofficially, we know the number falls below the number recommended by the guidelines to meet the needs of nearly a million students.

When the decentralization laws were enacted in the late 1960s and community school districts were formed, a few districts appointed library supervisors. Local support for libraries varied according to a number of variables, including the interest and professional background of the administrators, availability of funds and ability of staff to create an awareness of the need.

SOURCES OF SUPPORT

The Elementary and Secondary Education Act (ESEA) Title II (later amended and extended as Title IV-B) provided Federal funds for the purpose of establishing and strengthening school libraries. This was categorical aid for library materials, but the legislation did not require local school districts to provide professional/certified library personnel at the school site or supervisors at the district level. Districts were required to continue the level of support provided the year before (maintenance of effort). The benefits of the funds were negated by inadequate facilities, untrained library staff (elementary) and specialized supervisors.



The 1981 successor to ESEA, the Educational Consolidation and Improvement Act (ECIA) Chapter 2, combined various categorical aid, still authorizing the library materials programs, but leaving to each school district the decision on allocation of funds. In part, the level of funding therefore depended on the librarian's ability to convince the decision makers of the needs of the program.

The impetus received during the 1960s and early 1970s ended in the mid-1970s with the declining financial support, erosion of staff, increased competition for existing funds and rising cost of materials. Briefly stated, the inadequacies were not removed and most of the information needs were not met.

SCHOOL REPORTS AND SURVEYS

In the early 1980s, the nation was inundated by reports and studies calling for school reform. The report of the National Commission on Excellence in Education, *A Nation at Risk*,[7] warned that American schools were sinking in a "rising tide of mediocrity." The report failed to acknowledge the role of libraries in providing quality education. The *Alliance for Excellence*[8] and *Realities*[9] reports, prepared in response to *A Nation at Risk*, outlined the role of libraries in providing quality lifelong education.

In New York City, two surveys, *School Libraries...No Reading Allowed*[10] and *The Key to Literacy — Unlocking Library Doors*[11] documented the erosion of library programs and the loss of staffing since the fiscal crisis in 1975 and the loss of Federal funds specifically for school libraries.

After the these studies were circulated, New York State allocated two dollars per pupil for library materials and the City matched this amount by setting aside $2 million for library materials.

Basic school staffing was instituted in 1987 when the New York City Board of Education received funding from the City Council and the Board of Estimate to provide, among other things, local options in staff hiring. Areas of priority in hiring were subject specialists, librarians, guidance, staff development and supervisory staff. The Chancellor's 1989 Special Circular #40 on Basic School Staffing (BSS) strongly recommended that 20 percent of BSS funds be targeted to library staff.[12] Unfortunately, BSS is being administered differently now.

The "Library Power" Project, funded by The DeWitt Wallace-Reader's Digest Fund in collaboration with the New York City Board of Education, provides a contractual agreement for the necessary planning, resources, implementation and incentives to upgrade 100 elementary school libraries over a period of three years (1989-90, 1990-91 and 1991-92). Initially, school administrators were asked to provide a licensed/certified librarian with a flexible schedule. However, with the present economic crisis, some adjustments have been made. The Chancellor has launched an array of new programs and initiatives. Currently the Chancellor is promoting School Based Management/Shared Decision Making (SBM/SDM), which allows parents, teachers and administrators to share in decision making about the school. "The primary goal is student achievement."[13]

A librarian should be a member of each SBM/SDM team in every school, although an informal survey revealed that only a few librarians are involved in this process. This is an opportunity to articulate and demonstrate the role of the library program in instructional initiatives. Librarians can present a plan that provides time for co-planning with teachers and flexible scheduling of classes. In addition, the need for adequate resources (books and other media) to enhance the curriculum and for recreational reading and for certified staffing as essential ingredients should be emphasized. Joining the New York City School Library System is a means of having access to materials beyond the school library. More librarians are urged to participate in the SBM/SDM process. Flexibility is one of the variables of the SBM/SDM experience.

Commitment to multicultural education is another

major instructional initiative of the Chancellor "which teaches students about their respective heritages and gives them an understanding and appreciation for the contributions of various ethnic, racial, cultural and linguistic groups that have contributed to the development of our nation."[14] The Chancellor's progress report states: "We are committed to infusing every aspect of our system with a multicultural emphasis including our educational policy, our assessment and testing procedures, our curriculum and instruction, our teaching materials and our recruitment and staffing."[15] To achieve the Chancellor's goals, there must be a stronger commitment to providing access to appropriate library resources and planning time for teachers and librarians together. Teaching methods should include a research component that enables students to read or be exposed to many viewpoints and to draw conclusions. Research requires up-to-date materials that are accessible when the need arises.

The future of our city, state, nation and society depends on what we do to meet the challenge of providing quality education for our children and youth. Library resources must be updated, made accessible and used more extensively to help solve educational problems. Administrators must find better ways to utilize this "storehouse" of information to combat the growing problem of illiteracy. "In view of the fact that large numbers of students attending our schools are from homes with limited reading materials, special efforts must be put forth to guarantee equity of access to information and ideas. This must be a priority if we are to equip our youth with the skills, knowledge, and the inspiration to compete successfully in a learning society and a world of information."[16] Libraries are society's most comprehensive and effective source of information delivery.

REFERENCES

[1] Clark, Maude B., "Mary A. Kingsbury, Pioneer," *Wilson Library Bulletin*, v26, n1, September 1951. pp. 50-51.

[2] *Ibid.*, p.51.

[3] *ALA Encyclopedia of Library and Information Services*, 2nd edition, American Library Association, 1986. p. 201.

[4] *Ibid.*

[5] American Library Association of School Libraries and Department of Audio-Visual Instruction of the National Education Association, *Standards for School Library Programs*, Chicago, American Library Association, 1960.

[6] New York City Board of Education, Division of Public Affairs, *Facts and Figures 1990-91 School Year*. 1991, unpaged.

[7] National Commission on Excellence in Education, *A Nation at Risk: The Imperative of Education Reform: A Report to the Nation*, Washington, DC, U.S. Department of Education, 1983.

[8] *Alliance for Excellence: Librarians Response to a Nation at Risk*, Washington, DC, U.S. Government Printing Office, 1984.

[9] American Library Association, Task Force on Excellence in Education, *Realities: Education Reform in a Learning Society*, Chicago, American Library Association, 1984.

[10] *School Libraries...No Reading Allowed*, New York, Educational Priorities Panel, May 1985.

[11] *The Key to Literacy — Unlocking Library Doors*, Joint Report of Citizens' Committee for Children of New York and Women's City Club of New York, November 1985.

[12] *Read All About It! New York City's Elementary School Libraries*, New York, Interface, 1989. p. 18.

[13] *Ibid.*

[14] *The Chancellor's Budget Request for 1991-92*, New York, New York City Public Schools, 1991. pp. 3-4.

[15] *Ibid.*, p. 14.

[16] Thomas, Lucille C., "Information Poverty — School Libraries: Then, Now and Tomorrow," in *Unequal Access to Information Resources: Problems and Needs of the World's Information Poor*, edited by Jovian P. Lang, O.P. (Ann Arbor, MI, Pierian Press, 1988), p.75.

Lucille C. Thomas *is a library consultant and president of the International Association of School Librarians. She is a former president of the New York Library Association and a member of the Executive Board of the American Library Association. She served on the Regents Advisory Council on Libraries and was a delegate to the 1979 and 1991 White House Conferences on Library and Information Services. In 1984 she received a Regents Bicentennial Medal in recognition of her contributions to education. Her articles have been published widely, and she has contributed to earlier issues of* The Bookmark.

THE NEW YORK CITY SCHOOL LIBRARY SYSTEM

By Sandra Kennedy Bright

The New York City School Library System began as a pilot project in 1979 (1 of 14 in New York State) in Community School District Five in Upper Manhattan. The pilot program developed a resource sharing network of elementary, junior high and high school libraries to cooperate in developing a shared database, provide a system for the delivery of materials and coordinate services to member libraries. Over the ensuing five years, the vision of networking between school libraries was proven possible as students, teachers, librarians and administrators of member school libraries received the benefits of membership and school library cooperation.

Today, all public schools and 37 nonpublic schools are members of the New York School Library System in accordance with Commissioner's Regulations that define school library systems as "...an organization of school districts and nonpublic schools cooperating...to provide library coordination and/or services to member libraries under a school library system plan of service approved by the commissioner."[1]

The mission of the New York City School Library System follows closely the five challenges presented to school library media specialists in the professional standards, *Information Power Guidelines for School Library Media Programs*. Creating lifelong learners continues to be the overwhelming challenge for school library media specialists. Teaching and training students and faculty to access and effectively use information resources and the continually emerging technology available in the school library media centers, is a formidable task in this age of information overload. Facing the 21st century in terms of information access, retrieval and storage is essential.

In compliance with *Commissioner's Regulations*, the system prepares a "plan of service" every three years. This plan details the systems goals and objectives for the next three years. In this way the system provides staff development and appropriate activities to meet the needs of members and participants. The plan provides for more active and increased participation of schools through interlibrary loan, providing door to door delivery of materials to member schools.

To date, 310 public and nonpublic schools participate in the ILL program. The plan details how the system is developing a shared database. The system has over 500 thousand postings in the MILCS (Metropolitan Interlibrary Cooperative System) database.

Finally, the plan outlines arrangements for the system's council, annual report, technology training/support, *SHARING TIMES* (the system newsletter) and the plan for cooperative collection development. The system's plan of service is the framework or backbone of the system's operation. It outlines how the New York City School Library System, School Library Services of the New York City Public Schools and the Chancellor's initiatives work together to improve instruction and create lifelong learners and library users. The plan also identifies special client group needs and how the system will meet those needs.

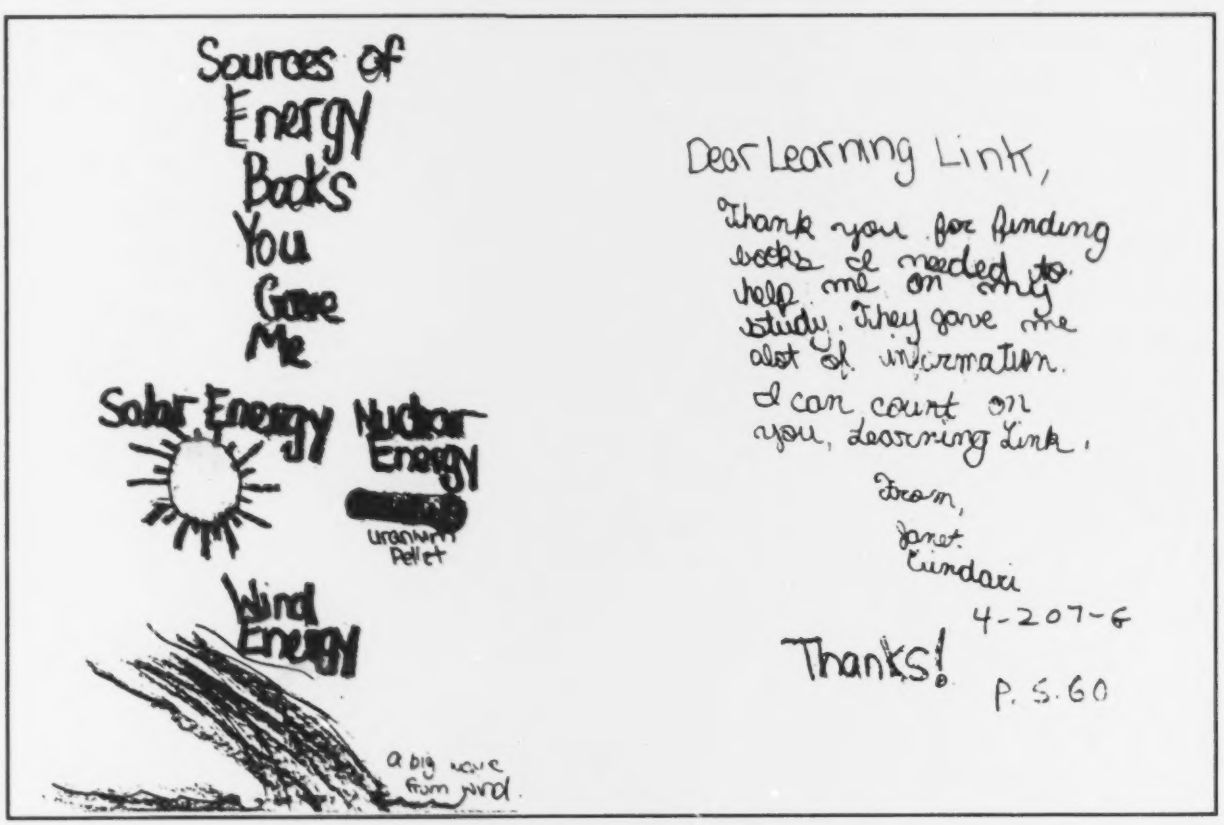
The 1991-1994 plan of service recognizes that the information needs of the approaching 21st century require increased access to information for all students and increased access to information in many and varying formats. The system will continue to support plans for retrospective conversion of collections and automation of school library media centers, and training and staff development in technology for information access, retrieval and storage. The system plans to continue to review new technology, provide training and support to maintain professional standards for school library media specialists as they meet the challenges of *INFORMATION POWER; Guidelines for School Library Media Programs*.

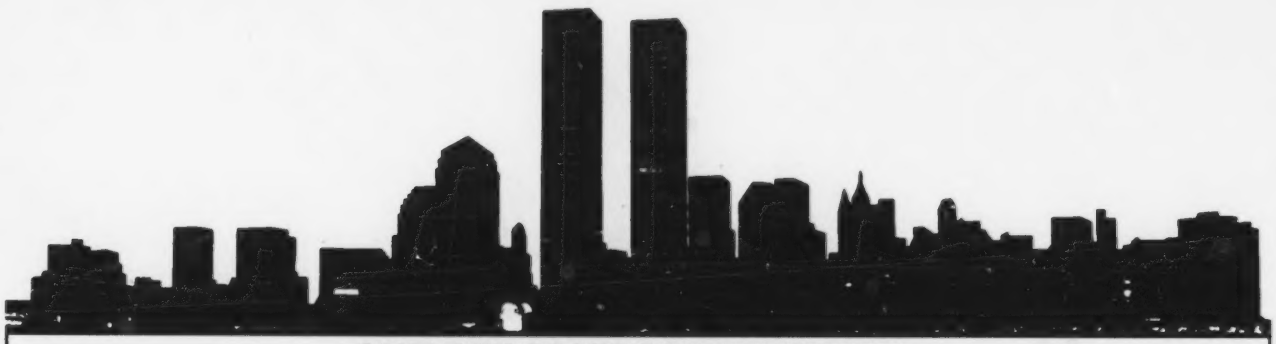
REFERENCES

1 New York State Education Department, *New Directions; A Report of the Commissioner of Education, Gordon M.Ambach, to the New York State Legislature on Library Pilot Projects, organized under Chapter 787, Laws of 1978, covering the period July 1, 1979-June 30, 1980*, 1980. 83p.

2 New York State Education Department, *Excerpts from New York State Education Law Rules of the Board of Regents and Regulations of the Commissioner of Education pertaining to Public and Free Association Libraries, Library Systems, Trustees and Librarians*, 1985. §90.18.

Sandra Kennedy Bright *is a Director of the New York City School Library System. She is a former elementary and intermediate school library media specialist. She has served as First Vice President of the New York City School Librarians' Association. In addition to her school library pursuits, she is an adjunct instructor for the College of New Rochelle / School of New Resources, teaching bibliographic instruction courses to incoming students.*


Sources of Energy Books You Gave Me
Solar Energy
Nuclear Energy
Uranium Pellet
Wind Energy
a big wave from wind.
Dear Learning Link,
Thank you for finding books I needed to help me on my study. They gave me alot of information. I can count on you, Learning Link.
From,
Janet Cindari
4-207-6
Thanks!
P.S.60



ONE PERSON'S PERSPECTIVE: THE NEW YORK CITY SCHOOL LIBRARY SYSTEM AND THE ADVISORY COUNCIL

By Rhoda E. Kleiman

New York City and State have a long history of pioneering in education and librarianship. As far back as 1834, New York's legislature passed the first school district-library law, some 50 years before Emily Hanaway, a visionary New York City school principal, wrote of the need for library service for children. In 1903, in New York City, the first high school libraries were established and the librarians promptly formed a professional association to address their common concerns.

Support for this vital educational component from its seminal beginning was erratic, inconsistent and usually appended as an afterthought to other educational programs. Then, in 1979, the State Education Department announced the availability of grants to establish pilot school library systems, made possible by legislation enacted in 1978 upon the recommendation of the Regents.

Without fanfare or ceremony, Geraldine Clark, Acting Director of the Library Unit of the New York City Public Schools, informed the librarians that New York City Schools were participants in New York State's pilot project to test methods of resource sharing among schools as part of a statewide library network. She explained that the newly created structure was to link school libraries with each other and with local public and research facilities. This pilot project was limited to a few schools.*

In 1984 the Legislature enacted a law to provide school library systems throughout New York State. The aim of this network was to provide access to the information resources throughout the State, to dismantle artificial barriers between different types of libraries, and to dissolve the isolationism inherent in school libraries and librarianship. The design was for school library systems to be a part of the local reference and research library resources system, effectively initiating dialogue and cooperation among members of the school, academic and public library systems.

The enabling regulations, promulgated by the State Education Department's Division of Library Development and adopted by the Regents as Commissioner's Regulations, provided a framework for governance of the systems. The regulations required a "School Library System Council" with specific responsibilities. These included working with the system directors (professional managers in each BOCES or city school district system). The Advisory Council** was to help expand the structure by involving field librarians and others in bringing the system concept to reality and to prepare library service in schools for the potentials of the 21st century.

Clark assembled a group of school librarians to help draft a plan for an advisory council for its nascent system. Before the preliminary committee or its successor, the Advisory Council, thought of connecting activities to staff development, curriculum or technological outreach, they had to face the enormity of how to provide any services to the New York City Schools Library System. This constituency encompasses more than 1,000,000 students in more than 1,000 schools. From the outset, "System schools" included independent and parochial schools, as well as the public facilities. The Advisory Council was so unaccustomed to planning for that size population and the magnitude of helping to shape a significant budget that its vision was blurred to the possibilities inherent in the enabling regulations.

Moreover, the Advisory Council was extraordinarily

*The New York City Pilot School Library System was one of 12 such pilots. Initially, it included school libraries in 1 of the 34 Community School Districts (District 5), 3 Manhattan high schools, and 1 non-public school.

**The 1979 regulations for pilot school library systems required "advisory councils" with only a general statement of responsibility; the 1984 regulations for permanent school library systems required "school library system councils" with specific responsibilities. Some pilots continued to use the term "advisory council."

cautious as it tested the parameters of the new organization. Initially it was overwhelmed by basic questions: Would the State legislature's fiscal commitment to expand library services last beyond one or two election cycles? How long would the System structure endure? Would the regulations be eroded? Would it be another instance of an idealistic project dropped when another educational fad gained center stage or successfully commandeered the Systems' budget? In a large bureaucracy, how applicable were the State's instructions for grassroots participation? How would building level involvement be fostered? Was it possible that the public schools' central administration would not appropriate the funds or would comply with the recommendations of this Advisory Council? How could independent, parochial and public schools overcome administrative and hierarchical barriers in order to have genuine cooperation, participation and sharing?

How could we overcome administrative and hierarchial barriers and have genuine cooperation, participation and sharing?

Gradually, in spite of its "advisory" orientation of the Council, Council members worked with the assumption that the State's regulations would endure. They decided to anticipate little interference from local agencies under the assurance that plans to develop the System were backed by the suasion of the scope and intent of the regulations. Finally, they resolved to grasp the opportunity to have our school libraries serve a leadership role in introducing technology as a teaching tool, thus moving the libraries into the professional mainstream — as described in current literature. The Council focused its decisions at this stage on its own structure, identified the variety of activities suggested by the advisory role and clarified the scope of schools' participation. Some of the issues addressed included whether schools without a licensed librarian should be involved, at what level schools without access to a telephone in the library to expedite interlibrary loan should participate, and how should schools whose principals regularly discourage librarian participation in professional meetings share in decision making.

The group rarely, and at that guardedly, contested the proposals and dicta of the System Directors since its role was delineated and defined as "advisory." Members did not ponder whether it was appropriate for Council to examine issues or programs that might influence curricula (traditionally the domain of the Division of Curriculum and Instruction of the central Board of Eduction) or how to expand the involvement of New York City's librarians in their roles as partners in a learning compact. In fact, the Council mired itself in intermittent discussion about a name change, one that would reflect the System's diverse membership. "The Big Apple Schools Library System" won by a core vote. The Education Department's Division of Library Development and Bureau of School Library Media Programs, when notified of the change, said it had to remain "The New York City School Library System"; so much for autonomy in one sector. The Council, following that squash, was free to look at more vital concerns. Problems waited settlement — how to deliver services to schools within the very broad area encompassed by the New York City School Library System mandate and how to simplify transactions among its multi-layered administrative bodies. The latter meant dealing with agencies representing 32 districts for elementary and intermediate schools, a high school division, independent schools that did or did not belong to a regional association, religious schools that did or did not have central offices.

In hindsight, it is difficult to recall the hours consumed trying to articulate what contributions we expected from members or could offer to them, trying to define eligibility for System services, trying to expedite the transfer of materials among members when most school libraries did not even have telephones and trying to enroll more independent and parochial schools. The Advisory Council grappled with how to provide links among individual schools and within the entirety of the System's schools, all within the framework of "advise and consent/dissent."

The System contracted for delivery service with the

Metropolitan Reference and Research Library Agency (METRO) for several years and then with an unaffiliated company, but all of the bidding and negotiating was done by System directors with the "advice and consent" of the Advisory Council. Another pivotal contract was executed with Channel 13's LEARNING LINK that enables individual schools to communicate with one another in spite of the cumbersome bureaucracy among the administrative bodies. LEARNING LINK's services provide connections to a bulletin board for professional exchanges, electronic mailboxes, idea exchange forums, the link for Interlibrary Loan, gateways to other agencies, access to print and audio/visual curricula materials, student forums and some additional services.

In spite of the time spent delving into these matters, the System directors began to develop mechanisms for action. They formed committees with system members as participants including members of the Advisory Council. The groups started to analyze the feasibility of library automation, to investigate the development of a union catalog of library media centers' holdings including participation in a regional database and to plan for cooperative collection development that would build upon strong collections or needs indicated by unique curricula.

THE CATALYTIC COUNCIL; REDEFINED GOALS

Meanwhile, in Albany, the Education Department's professional staff in the Division of Library Development and the Bureau of School Library Media Programs was reexamining the relationship of councils to their systems. An influential conference for school systems took place in December 1987. One notable result was clarification of the role of advisory councils and, for the New York City School Library System, a significant name change. The Advisory Council became COUNCIL and its redefined role shifted to a catalytic and participatory one — catalytic in that it could be an agent for change and participatory in that it should share decision making for the System.

New York City's COUNCIL chair, Cornelia Corson, returned home from the conference and promptly formed several committees to function as an active arm of the Council. Six months later as newly elected chair, I expanded the number of committees, appointed a Council member as chair of each and urged them to select committee members from the large group of previously inactive system members. Committee chairs also accepted a suggestion that they were welcome to involve directors or call upon directors for ad hoc counsel but were not obligated to do so.

Council instituted an evaluation process for all projects underwritten by the System, pressing for retention of an outside evaluator where insiders might not be neutral, other times conducting the evaluations internally. We developed an information memorandum to update librarians between issues of our *SHARING TIMES* newsletter and pressured the Board of Education to adhere to its contractual agreement with the System on several occasions.

Some of these actions caused tensions as the System's professional staff felt that Council was overreaching its authority. The two groups have since settled into an effective working relationship, with Council sometimes leading and sometimes following the System directors, and both groups consistently working for the reinforcement of learning connections.

Probably the most far reaching of the System's activities is participation in the Metropolitan InterLibrary Cooperative System (MILCS) regional database. Schools can access this multimillion item online public access catalog, which includes 629,165 New York City School Library System items. Participation in system puts the holdings of libraries from Montauk Point to Northern Westchester County within rapid reach of our membership — currently 300 schools. Council has suggested or approved technological projects that effectively obliterate extant walls so that participants can:

- search, either online or using CD-ROM resources, more than 300 databases to provide most current resources for students and faculty
- browse in national and international university catalogs
- test the value of emerging technologies such as CD-ROM and video-laser discs before purchasing
- use the New York City Educational Network (NYCENET) — our local bulletin board — to help faculty and students communicate locally, nation-

ally (through CARL) and internationally for curricula exchange

- access Learning Link's varied menu
- grow through participation in staff development conferences

For many years, the system supported the Brooklyn Public Library's Homework Hotline, which helped students after school libraries had closed for the day. Three schools participated in a System pilot project to automate their library activities with local area networks. Their pioneering efforts provided guidelines for future automation of school libraries, not only in collection management but development of our libraries into electronic doorway libraries.

System procedures have facilitated dialogues with public and academic librarians through METRO — enlightening for all participants. In spite of these exchanges, it is almost impossible to compete for allocations with these colleagues who hold a hierarchical approach to libraries and historically disdain school libraries. Council continues its chore of educating members from other types of systems about the fundamental role performed by school libraries.

The New York City School Library System has taken the lead in extending librarians' understanding of the educational structure, which is rapidly changing — resource-based learning, cooperative learning, new methods of evaluation, and technologically expanded learning opportunities. Some of Council's activities have played an indirect role in stimulating librarians' participation within their own school's instructional committees.

Council members have become advocates for System support and actively used microphones and pens to advance and protect the School Library System.

Looking ahead, we see the newly adopted *Library Systems Toward the 21st Century* action plan helping to guide systems as they participate in the State's two-part mission for extended and responsive library service throughout the State. In keeping with these goals, our system has initiated action to involve more school librarians in its activities and to find ways to further extend service to our underserved students. We anticipate expanding our utilization of technology to shape collection development and to prepare more teachers to integrate the assets of the library media centers as the nucleus of educational resources for and with their students.

We plan to continue our staff development programs with increased effectiveness and expanded outreach, having learned effective techniques from past sessions. Feedback and evaluation from participating librarians keep us abreast of the emerging involvement of school library media specialists in the instructional design processes of their schools, school-based management and acquisitions and evaluation of new technologies for resource sharing. Our Council will press for access to NYSERNet/Internet services, which must be reachable by every school library in the very near future, the urgency increased by the imminent availability of the National Research and Education Network (NREN).

Administratively we are preparing for the structural shift which will eliminate the requirement that other types of systems have representation on our Council, and we are examining the impact of the possible removal of enforced ties to the local 3Rs system. Our automation and interlibrary loan committees are investigating alternatives for 1993 when MILCS closes its existing services.

Momentous challenges for school libraries and, indeed, our entire education system loom ahead. They do not seem insurmountable because New York City's schools are organically involved with a System Council participating in the State's comprehensive library network. New York City librarians do not think of working in this City or State without participation in the Statewide System.

Rhoda E. Kleiman *is a Congruence Specialist for Library Media for Project Achieve Schools in the office of the Manhattan Superintendent of High Schools. She has been a school library media specialist on both the junior and senior high school levels. She has been involved with New York City School Library System and Council since just after its pilot stage and served as Council chair for three years.*

LIBRARY POWER

By Sheila Salmon

In 1985, *School Libraries...No Reading Allowed*[1] reported that elementary school libraries in New York City public schools had not yet recovered from the massive cuts they had sustained in the 1975 budget crunch. The report indicated that only 20 percent of the 611 public elementary schools had school library programs. In those schools with library programs, the following dismal conditions were noted:

- 42 percent said the library was not available for general use by students.
- 52 percent said no classes had used the library for a planned assignment other than those assigned for coverage.
- 46 percent had no funds to purchase books, magazines or current reference materials.
- there were only 7 elementary schools with full-time licensed librarians in 18 districts surveyed.

Clearly, there was an enormous need to improve elementary school library services. Children were hampered by outdated library collections, restricted access to school libraries and limited opportunities for developing information skills. LIBRARY POWER was created to improve library service so that children would have the opportunity to use the library individually to pursue their own interests and to become both critical readers and skilled information users.

LIBRARY POWER, established in 1989, is a project of the Fund For New York City Public Education, funded by the DeWitt Wallace-Reader's Digest Fund and the New York City Board of Education, and documented by Interface. The project started with 20 schools in the 1989-90 school year. Thirty-six schools joined in 1990-91, and 44 more have been accepted for 1991-92.

The LIBRARY POWER program stresses the need for collaboration between the librarian and the classroom teacher. It defines the role of the librarian as a teacher, as a partner in the development of curriculum and as a resource for the school community. A flexible schedule creates optimum teaching opportunities and forges partnerships for curriculum development. To create an environment where these changes may take place the LIBRARY POWER Project:

- renovates the library space to become an inviting place for children to use. The room is painted in bright primary colors that highlight architectural details. Plans are drawn by an architect to use the available space to best advantage. A carpeted story telling area is installed, and appropriate library furniture is added where necessary.
- doubles each school's budget for library materials by matching state and city allotments to improve

WHAT TEACHERS SAY ABOUT LIBRARY POWER

"I am very pleased with the library this year. My children really have the feeling that [this] is their library. [The librarian's] attitude and helpfulness had done much to make the library a true learning experience."

"The library is an integral aspect of the educational service we provide for our students."

"For the first time in my teaching career, I am able to have the services of a full-time librarian who keeps up with themes and topics that students are studying."

the library's collection. Incentive funds match up to $1000 of other tax dollars allocated by school districts for library materials. Each school may also apply for a $1,000 mini-grant for special programs.

- provides on-site staff development support for librarians, teachers, administrators and parents by a LIBRARY POWER field librarian who visits each school regularly. Monthly group meetings and workshops for librarians give additional support and training.
- encourages teachers to use the library resources as an extension of their classroom. Projects are planned with the librarian to enrich the curriculum. Children learn how to use reference materials and how to initiate an information search. Teachers sign up for library time in consultation with the librarian on an as-needed basis, rather than on a fixed schedule, and students have open access to the library for browsing and book circulation.
- supports special programming to encourage the appreciation of literature such as storytelling, puppetry, poetry, cross-grade reading programs and writing projects. Parent volunteers are recruited to participate in all phases of the library program. Students are also encouraged to volunteer their services to help manage the library.

LIBRARY POWER'S ACCOMPLISHMENTS

Since 1989, LIBRARY POWER librarians have:

- added approximately 27,000 books to library collections.
- seen an average of 12,000 children weekly.
- taught an average of 420 classes weekly.
- circulated an average of 13,000 books and other materials weekly.

The success of the LIBRARY POWER project is documented by surveys of teachers and students before and after the LIBRARY POWER project began.2 In schools where there were library programs before the project began in 1989, Interface found that from 1989 to 1991 the percentage of teachers who:

- took their classes to the library increased from 58.2 percent to 91.4 percent.
- considered the library a resource rose from 51.5 percent to 87.4 percent.
- consulted regularly with the librarian rose from 35.9 percent to 50.9 percent.
- were pleased with the academic appropriateness of the collection rose from 46.1 percent to 80.8 percent.[3]

Talibah DeSuza, a fourth grader in P.S. 150 Queens, a school that joined LIBRARY POWER this year, identifies the benefits of open access and student volunteers as she describes her feelings about the program in her school newsletter, the *P.S. 150 SUNNY SIDE TIMES*:

> *I think that LIBRARY POWER is very good for PS 150 because now the children can return and borrow books every day....*
> *Crystal Aya and myself are monitors in the library in the morning. When you come to return your*

WHAT CHILDREN SAY ABOUT LIBRARY POWER

"You can always count on the school library to be open, but you can't always count on the public library."
"While you're having fun, you're also learning."
"I can take out any book I want."
"I like being able to choose my own books."
"It (the library) has a lot of books I like and I know exactly where they are."
"The library is 'cozy,' 'exciting,' 'interesting.'"
"It (the library) gives a lot of information about things I need to know about."
"The library is a place where I can 'concentrate,' and 'learn a lot.'"

books we will help you.

A lot of children have been coming...every day...from all different classes. I think they are excited about coming here without their teacher to get a new book. It's a little like coming to the Public Library.

Crystal and I feel like the librarians when we help the children.

LIBRARY POWER creates environments that nourish children's desire to learn; provides the framework for teachers and librarians to work in a collaborative way through staff development activities; establishes the time for them to do so by flexible scheduling and invites parents to share the dividends. A school with a library collection that enhances the curriculum, reflects the reading interests of the students and has a librarian who is a resource person, a teacher and a curriculum expert strengthens the learning environment for all its students. This is the LIBRARY POWER mission.

REFERENCES

1 Abdur-Rahman Amina, Coordinator, *School Libraries...No Reading Allowed*, Educational Priorities Panel, 1985.

2 Zhou, Zing, "Library Power Survey Summary," Interface, September 1991 (unpublished).

3 Hatano, Akiyu, "LIBRARY POWER project: A Review and Analysis of Year 2, 1990-91," Interface, April 1991 (unpublished).

Sheila Salmon *is the director of the LIBRARY POWER Project and is the current chairperson of the New York Library Association School Library Media Section awards committee. She is the former library chairperson of the Uniondale Public Schools and has worked both as a school library media specialist and a teacher.*

WHAT LIBRARIANS SAY ABOUT LIBRARY POWER

"I have been able to spark the interest of the parents."
"Children are really finding a haven in this library."
"Borrowing is a right, not a reward."
Everybody uses it. Everybody wants to use it."
"...reaching for a goal worth reaching for."
"Even library school is better now."

AN "EFFECTIVE SCHOOLS GROUP" BECOMES A PARTNER IN THE SCHOOL LIBRARY MEDIA PROGRAM

By Donna L. Chumas

Patchogue-Medford librarians had, for years, pondered two problems: how can we get young people to read more; and what can we do to make reluctant library users active participants in the school library media program? We decided to involve parents and community leaders in the solution.

During the 1989-90 school year, 2 of our district's 11 schools were piloting the "effective schools" model, which actively involves parents in educational decision making. Our library department decided that we, too, would join the effective schools movement and engage parents and community members in a project where recommendations of substance were needed to stimulate student reading and usage. Furthermore, we would test out the group's recommendations to see if they worked.

We developed a plan and prepared a timeline. In September 1990, librarians identified 20 reluctant library users in their buildings. These students were assigned a number to insure their anonymity, and their reading and library usage patterns were charted during the month of October. At the same time, the librarians consulted principals, district administrators, and others to develop a list of active and interested community members to serve on the committee. We would ask them to submit recommendations by January 1991 and, where possible, we would use these recommendations in our school libraries from January through March 1991. We would reevaluate the targeted group of students in April and examine the results of the program in June.

We held the first meeting of the committee, a breakfast gathering, in the high school library at 7:15 a.m. to accommodate working members. The group of 12 was diverse, consisting of a retired principal, a village trustee, a local business person, a student librarian, P.T.A. presidents, parents (fathers and mothers) and a high school foreign exchange student. Our purpose was to give participants in the project an overall view of our school library philosophy, curriculum, program and goals.

We asked this "Library Study Group" to help us find answers to our two questions on getting young people to read more, and motivating reluctant library users to become active in the library media program. Each member was given a map of the school district, names of principals and librarians and telephone numbers where all participants could be reached. We encouraged them to visit as many local school libraries as they felt necessary and encouraged to branch out beyond the district for new perspectives. I was to be their resource person if they needed questions answered, or help in making out-of-town connections. They decided to work independently of one another unless they had specific concerns to discuss with me or other members of the group.

FINDINGS

Most participants visited at least one local school library and met with the principal and librarian. They independently investigated how libraries operated and how young people were encouraged to read. They interviewed students, parents and professionals throughout the Northeast. They found that students were involved in many after-school activities — clubs, hobbies, sports, television viewing, homework assignments and chores — that reduced their time for pleasure reading. In superior schools, the members of the Library Study Group found that teachers and librarians offset this competition for time by encouraging pleasure reading as a more exciting interest. The Library Study Group made recommendations for action by the school district and for elementary and secondary schools. Their findings follow:

District-Wide

1. Make available to students one computer-compatible library card that allows them to borrow from any library in the district, including the public library.
2. Read aloud in class frequently — all levels, all subjects.
3. Encourage reluctant users to become "junior librarians" (helpers).

Elementary

1. Weed collections on regular basis to maintain a more attractive facility.
2. Use reader's theater techniques with aliterate readers (students who can read but choose not to).

3. Have targeted students write brief book reviews for new acquisitions so other members of the school population will be encouraged to read. Display along with new titles.
4. Expand library hours to include before and after school time to make libraries more accessible.
5. Offer treasure hunts with prizes to familiarize students with Dewey.
6. Incorporate and use video as a "teaser" to develop interest in reading.
7. Host author assemblies with proper student preparation.
8. Continue read-a-thons (after-school events where students read books aloud, cover-to-cover).
9. Set up a volunteer reading corner in each library where aliterate students enjoy listening to or read their own work in a nonthreatening atmosphere.
10. Have a "Library Week" with programs, activities, shows.

Secondary

1. Have librarians go to classrooms to meet with teachers/ students at the beginning of the school year to discuss subject matter, reports and research before students come to the library.
2. Open each library before and after school so students can work on assignments.
3. Poll students on ways the library is used: during school hours, need for extension of hours and what programs or materials they would like to see in the library.
4. Branch out internationally, with periodicals, foreign exchange student speakers.
5. Move to nontraditional programs for aliterate students.
6. Present background information on authors to promote "series" readings.
7. Make movie-book connections to encourage reading.
8. Continue and increase after school programs such as read-a-thons and view-a-thons.
9. Develop a student advisory board.
10. Have programs, speakers, displays that reflect student fads.
11. Expose students to career options through annual programming by teaming with the Guidance Department.
12. Increase visiting authors programs.

We disseminated the findings to school libraries. Each building implemented as many of the recommendations as possible for a three-month period before recharting the library usage and reading patterns of the students whose patterns had been charted in October.

The librarians reported that in 10 of the 11 schools, students in the target group did more reading and used the library more. This was measured as follows:

1. number of books and periodicals taken out by the target students;
2. increased variety of selections taken out by the target students; and
3. increased number of target students making suggestions for possible school library purchases.

The results from the eleventh building were inconclusive. This was an elementary school with an enrollment of 881 students and, because of its large population, the librarian and part-time aide were unable to monitor the target group effectively.

We are adopting the suggestion to develop a computer compatible library card that will enable students to do research and borrow books in any of our 11 neighborhood schools and the public library. This step will strengthen school and public library ties while offering the entire community improved service.

Many of these recommendations of the Library Study Group were not surprising, and some were already being implemented by several librarians in our schools. However, the committee's recommendations brought attention to those programs already in place, while highlighting new and improved methods. Furthermore, the suggestions insured that librarians could examine their own program and adopt those ideas that would be best suited for their individual buildings.

Our project accomplished a number of goals. The committee's recommendations resulted in more flexible, accessible and comprehensive services to accommodate the needs of reluctant readers. Community members, parents and school librarians developed a common bond in support of students. By building stronger community ties, the school library program has gained greater support.

The project also created an opportunity for the public and school libraries to collaborate in developing a universal borrower's card accepted by all Patchogue-Medford libraries. This logical concept of one-card access should be the harbinger of a statewide movement to make every library in New York available to residents. This successful community partnership project served several purposes, some of which went beyond the original design.

Donna L. Chumas *is Director of Libraries for the Patchogue-Medford School District in New York. She serves as Regional Affiliate for the School Library Media Section (SLMS) of the New York Library Association (NYLA), in addition to serving on the Personnel Action Committee. Currently, she is Program Chair for the Discovery '92 SLMS NYLA Conference in April 1992, which will be held on Long Island. Her previous experience includes working as a librarian for the Shell Oil Company and in a public library.*

Survey Looks at Activities of Children

It's common knowledge that reading to children helps them develop the reading skills necessary to progress in school. Data from a new survey, however, indicate that only about one-third (35%) of 3- to 8-year-olds are read to daily by a family member. More than half (58%) are read to less frequently but on a regular basis, while 7% are never read to or only read to several times per year.

These findings are from the 1991 National Household Education Survey (NHES:91), conducted by OERI's National Center for Education Statistics (NCES). The survey collected information on home and preschool experiences of young children.

Besides reading, parents were asked about their children's television viewing habits and other home activities. The survey found the number of hours children watch TV decreases as the grade or year in school increases. Those not enrolled in school watch an average of 3.1 hours of TV or videos per day, while children in nursery school watch 2.6 hours per day.

As for preschool experiences, the survey found a majority (71%) of first- and second-grade children in 1991 attended a daycare center or a nursery school program before starting first grade. Kindergarten attendance prior to first grade was nearly universal. The type of kindergarten children attended varied widely: about half attended part-day public school kindergarten, while a third attended full-day public kindergarten.

Summaries of these findings from the NHES:91 are available free from OERI, Dept. EIB, 555 New Jersey Avenue NW, Washington, DC 20208–5641. When ordering, ask for *Statistics in Brief: Home Activities of 3- to 8-year-olds*, order #NCES 92–004 and *Statistics in Brief: Experiences in Child Care and Early Childhood Programs of First and Second Graders, order #NCES 92–005.*

For further information about the NHES:91, contact Jerry West at 202–219-1737.

BEST COPY AVAILABLE

A NEW COMPACT FOR LEARNING: THE ROLE OF THE SCHOOL LIBRARY MEDIA SPECIALIST

By Marjorie Rosenthal

"It takes the whole village to raise a child." This African proverb quoted in *A New Compact for Learning: Improving Public Elementary, Middle and Secondary Education Results in the 1990's*[1] affirms that *every member* of the community — not just children, parents and education personnel — has a stake in the schools of New York and our nation. Senior citizens and professionals, business and industry are influential in the lives of children as role models and providers of resources, for it is they upon whom the success or failure of the schools will ultimately impact the most.

Although library media services are barely mentioned in *A New Compact for Learning*, school library media specialists are in a unique position to encourage and implement its message. Commitment to library services in the schools is crucial if we are to encourage and instill a love of reading and develop information-literate students who can function as lifelong learners. When the media specialist reaches out to *all* community constituencies, the library media program and the schools are personalized and their mission is more fully understood and supported. The result is that children will be encouraged to use both the media center and the public library, and community respect for education increases exponentially. Through school and community connections, the media center becomes a productive focal point of the school.

SCHOOL CONNECTIONS: ADMINISTRATION

Why not start at the top? Most school districts do not have media coordinators. But even where they do exist, district library media specialists as a group should request a meeting once or twice a year with the superintendent of schools to discuss needs, accomplishments and plans of the library programs in each school. Samples of student activities and production make it easier for the chief administrator to convey the value of library media services to the Board of Education during budget preparation. A rotating delegation should visit Board of Education meetings occasionally to show interest and commitment to the concerns of the community at large and the schools.

David Carr, in the Summer 1991 issue of *School Library Media Quarterly*, asks the ultimate question of library media specialists: "Far better than classrooms, libraries — especially those in schools — address the lifespan messages about learning. The existence of a library in a school implies a message about the cultural value of information, its usefulness in the solving of problems, and its vitality in the conduct of life. Does everyone in school know this?"[2] When the principal does not, chances are that few others do either.

The building principal is a key figure. A monthly appointment to air concerns and discuss the library media program can result in greater commitment to the library and understanding of its accomplishments. Invitations to participate in media center activities should be issued to building administrators regularly. The media specialist who asks to be appointed to district and school-wide committees can make a positive impression on administrators and participating teachers.

TEACHERS

The most crucial connection one must make is probably with teachers whose influence on the use of media services can mean the difference between the success and failure of a school library media program. Partnerships between school library media specialists and teachers must be cultivated and firmly established, if the instructional program is to reach its full potential.

Ask not what teachers can do for you, ask what you can do for teachers. Do art, technology or home and career skills teachers need a place to exhibit student work? Offer the media center walls and showcases. Would a teacher like the media specialist to come to the classroom periodically to "sell" the children on reading by presenting new acquisitions, or to tell a story, or read a book aloud, one chapter a week? This is an offer usually much appreciated in middle and high schools. Making it a point to find out when students will present reports derived from research done in the media center and stopping by to enjoy their efforts is rewarding and is appreciated by the teacher and the class. The name of the game is caring and showing interest always. Eating lunch with teachers, keeping alert to their needs and problems and setting aside time for project planning with them goes a long way toward convincing them of a media specialist's training and dedication as an educator.

PARENTS

A New Compact for Learning emphasizes the role of

parents in the education of their children. "If parents are truly to be partners in their children's education, schools must reach out to involve them...."[3] The library media specialist, and the whole school, benefit from the resultant parental interest and support. Ann Montgomery states with reference to the general public, "90 percent of people's opinion of someone is formed from knowing who they are and what they do through personal contact or through the opinion of others who've had the contact."[4]

A library media specialist can "form a CLIC (Citizens Library Council) CLUB of parent volunteers — who can assist with many tasks and also help to build support for the library as parents learn more about the program by participating in it."[5]

The parent organization of the school is another important vehicle for media specialist outreach. The PTA is often looking for programming for their meetings. Here is an opportunity to highlight the district or school library medial program complete with slides and new books or, better still, children performing. In addition, they are usually willing to sponsor book fairs to benefit the media center and the school.

Volunteering to be on the PTA executive board as a teacher representative is an ideal opportunity for the library media specialist as a central support person to keep a finger on the pulse of the school and to interpret the school and its performance to parents who are interested in participating in their children's education.

COMMUNITY CONNECTIONS

Grandparents must not be forgotten. Senior citizens pay taxes and are more likely to be positive toward schools that include them. If there are senior citizen centers nearby, a visit might be arranged with children and their books. Invite seniors into the school to read to children or tell stories or remembrances of life in the "old times or country."

A lunchtime program can be successful in bringing in the elderly, parents and other members of the community with special hobbies or collections. Administrators and other district school personnel can be invited to share their collections, thereby broadening everyone's horizons.

Because "fifty percent of the general public have *no* contact with schools — and the number is growing as fewer people have school age children in their homes,"[6] media specialists are being asked by the American Association of School Librarians, as its theme for 1991-92, to "Speak Out for School Libraries." One way is by arranging to be on the program of organizations like the Lions and other service clubs, the Chamber of Commerce and Newcomers Clubs to talk about libraries in the schools.

PUBLIC LIBRARY CONNECTIONS

The children's and young adult librarians at the public library are, and should be, the closest allies of the library media specialist. Reaching out to them is integral to the success of both programs, for librarians must work together to capture the hearts and minds of young people and ensure that each can become an informed, lifelong user of libraries.

School library media specialists can build good relations with public librarians by informing them of class projects, so books and materials can be reserved and interloaned in plenty of time for students to take advantage of their use. If the media specialist can serve as a conduit by accessing the information from teachers biweekly or monthly, and by phoning, sending or bringing a list to counterparts at the public library, much goodwill will be forthcoming.

Cooperative projects could involve loaning special reference collections from the public library when school library resources in a given area — say the Holocaust — are not well-developed, while loaning school library materials for reserve at the public library for use after school hours by the children. Acquiring library cards for students by arranging for applications to be filled out in school, returning them to the library when completed and distributing the cards at the school when they are ready, demonstrates how both libraries serve parents and children. An invitation to the children's or youth services librarian to come to the school to read to the children or sign them up for reading programs, while arranging for classes to visit the public library, also emphasizes library linkages and services.

A "Happening" — a public-school library activity —can foster cooperation among libraries, the school administration and the community. Scheduled for a Saturday in the spring to coincide with National Library Week or School Library Media Month, minimal funding, a building and grounds are provided by the school district with the public library contributing some funds as well. (After the first "Happening," monies from the previous year's book fair are employed as funding sources.) Book fair proceeds are the only income generated by this activity since admission is free. Public and school librarians, students, teachers

and the community do the rest.

Residents of the community with expertise, in crafts or dancing, for example, that fits in with the theme of the festivities are requested to participate. A noted author, illustrator or performer is engaged. Librarians do the planning, in addition to contributing their own talents in play production, puppetry or storytelling. Parents volunteer their services, accompany and remain with their children. Teachers and administrators of both libraries come to enjoy the day. In a central location are placed the school projects and art work of the district's children. The book fair makes available the major works of the author or illustrator of the day for the favorite activity of book-signing. A broad selection of other popular works can be sold as well.

The dynamic and committed library media specialist makes connections with the whole community to bring literacy and love of learning to its children.

REFERENCES

1 *A New Compact for Learning: Improving Public, Elementary, Middle, and Secondary Education Results in the 1990's*, Albany, NY, The University of the State of New York, The State Education Department, March, 1991. p. 12.

2 Carr, David, "Living on One's Own Horizon: Cultural Institutions, School Libraries, and Lifelong Learning," *School Library Media Quarterly*, v19, n4, Summer 1991. p. 20.

3 *Op. cit., A New Compact for Learning*. p. 7.

4 Montgomery, Ann, "Speak Out for School Libraries! (Quick Notes 4)" in *School Library Media Quarterly*, v19, n4, Summer, 1991. unp.

5 Burr, Dr. Bruce D., "How an Elementary Administrator Can Insure a Superior Library Media Program," *SAANYS Journal*, v18, n1, Summer 1987. p.9.

6 *Op. cit.*, Montgomery. unp.

Marjorie Rosenthal, *assistant professor at the Palmer School of Library and Information Science of Long Island University, has worked in the public library and in the schools of New York State as a teacher and library media specialist at all grade levels for 23 years. At present, she is an ALA Library / Book Fellow at Hebrew University in Jerusalem, Israel, where she is teaching courses and implementing projects to upgrade Israeli school libraries.*

THE GREATEST OF GREATNESS

Paul A. Winckler, Professor Emeritus, Palmer School of Library and Information Science, Long Island University, C.W. Post Campus, is the author of a biography of Charles C. Williamson, considered the most influential librarian and library educator in the U.S. in the first half of the 20th century. Williamson's (1877-1965) 1923 report, *Training for Library Service*, had a major impact on librarianship and is helping shape library education and librarianship today.

That report, however, overshadowed his many other significant contributions to the profession. In a career spanning three decades, Williamson had a varied and active affiliation with Western Reserve University, Bryn Mawr College, The New York Public Library, the Municipal Reference Library of the City of New York, the Carnegie Corporation of New York, the Rockefeller Foundation and Columbia University.

For this first full-length published biography, Winckler had access to primary source materials loaned to the author by Williamson before his death and the extensive file of the Williamson Papers at Columbia. Winckler held two interviews with Williamson and also obtained data from relatives, friends, and colleagues.

The Greatest of Greatness; The Life and Work of Charles C. Williamson is published by Scarecrow Press, Inc., P.O. Box 4167, Metuchen, NJ 08840. The 372-page book is $39.50 (91-30441 — ISBN 0-8108-2447-7).

LEARNING BEGINS BEFORE SCHOOLING

By Judith M. Foust

"By the year 2000, all children in America will start school ready to learn." This is the first of six National Education Goals adopted by President Bush and the Governors of all 50 States and supported by the President in his national education program "America 2000." It is the cornerstone of the project to achieve universal graduation from high school, literacy for all Americans and a strong economy in the world market.

Making this goal a first priority recognizes that a child's intelligence grows most in the first five years. These are the critical years to nurture a child's curiosity, creativity and confidence and build a strong foundation for future schooling. The public library is the single institution available to all socioeconomic groups to prepare their children during these first years. The U.S. Department of Education is in the process of recognizing The Child's Place, a Library Services and Construction Act (LSCA) funded Brooklyn Public Library program for young children, their parents and caregivers as an America 2000 project which prepares children for school.

For more than 100 years, the public library has had special collections and even whole libraries for service to children. The Brooklyn Public Library opened the Brownsville Children's Library in 1914 exclusively for children. Parents, across the nation, have taken children to preschool programs and story hours for years. Many libraries began special toy collections in the 1970s. Today, public libraries are adding quality children's videos and book-tape "Read-to-Me" books to their collections. These services are enjoyed by both the child and the parent. At the same time, they prepare children for school. Learning can indeed be fun!

Activities and materials, from picture books to puzzles, from songs to storytelling, prepare children for learning math, science, the arts and, of course, reading.

MATH

Mathematics is numbers and more. It is comparing, sorting and matching, as well as the recognition of numerals. Sorting blocks or crayons or books into groups by color or size teaches the rudiments of math. Solving puzzles, from the very simple with a few large wooden pieces to the more complex interlocking shapes, helps a child match a specific size and shape space with an equal size and shape object. As the child grows, the pieces become smaller, the math becomes more difficult and the child grows in knowledge, confidence and dexterity.

Library materials also support the study of math by introducing numerals. Books that show numerals along with the number of objects described, concept books, introduce the child to a method of writing numbers. When these books are read to a child by a parent, or acted out by a librarian using a finger play or a felt board, the child associates these numerals with good times. The puzzles, toys and books in public libraries throughout the nation assist many children with their first math skills.

SCIENCE

Science learning is more than experiments with nasty-smelling chemicals. It is a way of thinking, a way of viewing the world around us. Observing events, describing experiences, finding similarities and differences, making predictions and thinking about cause and effect are skills that are learned before school which help the young scientist.

Librarian-led storytelling programs that involve the child in the story and ask for predictions on the outcome (will the villain win in the end?) teach the child to consider cause and effect and make predictions. Books that describe the varying landscape and inhabitants from oceans to mountains and countryside introduce the child to different climates and lifestyles.

ARTS

The young child does not have the fine motor skills needed to direct a pen or crayon and draw well. However, children can learn to think creatively and to express thoughts in pictures. Craft programs at the public library, especially those following a storyhour, let a child describe a scene from their imagination. The librarian's interest and skill in letting the child describe the often incomplete picture encourages the child to continue to use and develop this mode of communication.

READING

Reading is critical to success in school and life. It is a primary means of communication. It is the way we dis-

seminate ideas and the way we are most easily introduced to and widely explore the world. Therefore, it is critical that the young child begins school with self assurance that reading is an easily learned skill and an eagerness to learn to read. The public library assists in this process.

Reading requires both decoding or deciphering words and comprehension or understanding of the words read. Decoding is a rote skill and is easily taught. Reading to children so that they see parents and other adults decoding the squiggles on the page to words and stories sets the stage for learning to decipher. Any book, newspaper or magazine read to a child will enforce this learning experience. Books that present the letters of the alphabet and words that begin with that letter introduce letters, or the tools of decoding to the child.

Comprehension is the aspect of reading which allows us to develop pictures in our imagination and truly enjoy reading. Comprehension requires wide experiences and is a prerequisite to skillful reading. It requires knowledge of what a cat, dog and duck look like so that the words become easily recognized symbols rather than just a string of letters.

The public library collection and staff are invaluable in giving a child the experiences necessary to comprehend first readers. The picture books in the public library introduce children of all cultures and economic backgrounds to elephants, lions, horses, snow, earthquakes, tidal waves, cities, farms, office buildings, etc. so that they can picture the word when they see and hear it. The librarian introduces children to the popular culture fairy tales, nursery rhymes and stories though plays, storytelling, puppets and books.

The first five years are the critical years to nurture a child's curiosity, creativity and confidence and build a strong foundation for future schooling.

Significantly, in none of these public library programs are children taught math or science or even how to read. The child will learn these later. However, just as a child must crawl before walking, basic information, self confidence and an interest in learning is needed before formal schooling. The librarian at the local public library prepares children to learn by introducing them to the world beyond their home and neighborhood and providing experience in recognizing and using various methods of communication and the basic components of math and science.

OTHER

In addition to entering school ready to learn math, science, arts and reading, the child needs the social skills and emotional maturity necessary to interact successfully with peers and teachers. One of the best ways to prepare children for the classroom environment is to provide nonthreatening, positive and stimulating experiences such as the public library preschool programs. Children of diverse backgrounds and cultures interact and learn from the librarian and each other. The success they experience in the library programs, from getting a library card to solving a puzzle or recognizing a letter of the alphabet, gives them the confidence needed to succeed in school.

Children who are introduced to the public library at an early age and who participate in early learning programs, learn to use the library throughout school and life. These are the children who seek out and use the school library and use the public library for homework and recreational reading.

PARENTS AND CAREGIVERS

While the librarian at the public library does assist the young child to prepare for school, service to parents and care givers is as important to early childhood education, if not more so. Programs and collections on child development and parenting help parents and their surrogates. Many public libraries also conduct classes for parents and caregivers to teach them how best to read to their children and assist them prepare for school. These classes are also conducted as part of adult literacy programs so that the next generation becomes strong, avid readers. In addition, the public library's extensive collection of children's literature supplements the home library.

In conclusion, learning does indeed begin before schooling. Those children best prepared to enter school are those who understand the concept of reading, are comfortable with other adults and children, and can use their imagination. The public library is the one institution available to all children regardless of race or economic background which has the skills and resources necessary to prepare children for school.

Unfortunately, budget reductions, have caused layoffs of staff, reductions of book budgets and elimination of many storyhours and programs. Many children can no longer participate in these essential early learning experiences. Increases in public library funding are needed to insure that by the year 2000 all children enter school ready to learn.

The Omnibus Children and Youth Literacy Act, the premier recommendation of the delegates to the White House Conference on Library and Information Services, recognizes this need and recommends funding

not only for improved public library service to children but also support of cooperative projects between school and public librarians. Projects that enable the librarians from both the school and public library to work together will strengthen both programs and improve their educational value to the community. Programs that introduce children to the classroom and the many resources and services of the school library will assure a successful transition from preschool to school.

SELECTED BIBLIOGRAPHY

Boegehold, Betty D., *Getting Ready to Read*, prepared by the Bank Street College of Education, New York, Ballantine Books, 1984.

Children's Television Workshop, *Parents' Guide to Raising Kids Who Love to Learn; Infant to Grade School*, preface by David Elkind, Ph.D., New York, Prentice Hall Press, 1989.

"Libraries in America 2000," Speech by Representative Major R. Owens (D-NY), delivered on July 11, 1991, to the delegates to the White House Conference on Library and Information Services held in Washington, D.C., on July 9-13, 1991, *Congressional Record*, v137, n106, pE2482-E2485.

"Omnibus Children and Youth Literacy Through Libraries Act," Recommendation No. CRC SER02, adopted by the White House Conference on Library and Information Services, July 1991.

Rollock, Barbara T., *Public Library Services for Children*, Chapter 9, Early Childhood, Preschool, and Parent Education Programs, pages 118-148. Connecticut, Library Professional Publications, 1988.

Ruben, David, "The Closing of America's Public Libraries; Story hours canceled. Reading programs discontinued. School visits eliminated. When Libraries are forced to shut their doors, children suffer," *Parenting*, November 1991. pp. 120-130.

Judith M. Foust *is Deputy Director of the Brooklyn Public Library. She received her M.L.S. from Wayne State University. She was an elected delegate to the White House Conference on Libraries and Information Services from New York and is a member of the 11th Congressional District (NY) Education Commission.*

LIBRARIES AFTER HIGH SCHOOL: MAINTAINING THE LIBRARY CONNECTION

By Cecile L. Saretsky

While we were confident that we were providing excellent library service to our students, it wasn't until Principal Gil Blum asked if there were any new library projects under consideration that I realized that we had not looked beyond the high school years. What additional service could we provide to our students that would ease the transition to their next library and allow them to continue to enjoy productive library experiences?

We thought about the fact that our students were sent off to their academic libraries without adequate preparation for the enormity and organization of such institutions. We had never even mentioned that, while we used the Dewey system, most colleges and university libraries used the Library of Congress system.

We contacted reference librarians at 29 of the institutions to which many of our students apply, stating that it was our intention to introduce our seniors to the Library of Congress classification system and to discuss topics that would support a comfortable adjustment to the academic library. In addition, we asked them to describe the limitations they had observed in the library skills of first-year students and requested any printed materials we might use in preparing for a smooth transition. The 15 very lengthy, highly enthusiastic responses we received offered information, suggestions, printed matter, copies of librarian presentations, notes from conferences attended and recommendations for further reading on this subject. We tabulated their responses into a list of 28 topics, 16 of which had been noted by one or more respondents. Some of their suggestions of topics to address during these "seminars" are listed below (and in some instances I have included how we presented the information to the students).

Periodical Indexes

Students should have an awareness of periodical indexes beyond that of the *Readers' Guide*. One librarian noted that before the end of the freshman year, more scholarly periodicals were required by most professors than those indexed in the *Readers' Guide*. Another noted that thousands of periodicals are not included in that source.

Attitudes towards libraries and librarians

Students should understand that not everyone working in a library is a librarian and that librarians should be consulted when research is at issue.

Asking questions

Students should be encouraged to ask questions. Students often ask questions that are poorly phrased and lack the descriptive elements that would expedite their research. Careful preparation of questions before arriving at the reference area would be appreciated. "Where can I find information on Italian violin makers before 1800?" instead of, "where is the music section?"

Care and treatment of library materials

A word or two regarding the enormous cost of materials in an academic library certainly bears repetition at this time.

Evaluation of materials

Students must have the skills to evaluate the quality of the materials they select for research. More scholarly writing demands higher-level resources, such as the *Harvard Business Review*.

Abstracting sources

Students should be able to use abstracting sources. The use is a step in the research process, not a final source.

Subject bibliographies

Students should understand how these sources aid research.

Databases

High schools that do not perform this service could obtain samples from a major vendor such as Dialog or BRS. Students should understand that in some college libraries this is a costly service.

Size of libraries

Students who have made visits to college libraries have no problem describing their first impressions. They are in awe of the size. Librarians felt that students should approach the academic library with an understanding that there is much for students to learn from the many highly trained professionals willing to assist them.

Card catalog and journals

Several librarians noted that journals are not accessed

through the card catalog in many institutions.

Bibliographic citations for all forms of information

Students need to be able to differentiate entries in the resources they use.

Differences between microforms

Students should have a knowledge of microforms and the ability to use the equipment properly. An awareness that printing of microforms can be expensive should be noted.

Reserve libraries

Students should understand the purpose and have some idea of how it functions.

Research in an orderly fashion

Students should understand the research process.

Notations from card catalog or automated catalog

Students must understand why it is so important to write down call numbers, locations and other descriptive information. (Some universities have many libraries.)

Introduce LC Subject Headings

A set was donated by the Public Library.

Periodicals department

Students should understand that in most institutions this is a separate library, that the use of material is for reference only and that most periodicals and journals are in bound volumes. They should know how to use *The New York Times Index*.

Government documents

Students should be made aware of these resources.

Computer access and library techniques

Students should have a basic knowledge of computer use for the catalog and indexes.

The first step after collating the responses was to collect samples of many different indexes. Attendance at a major library conference and a visit to two college libraries filled a few shopping bags with new and superseded indexes to use as examples. Spine labels with Library of Congress call numbers were made for several books in the high school library. *The Guinness Book of World Records*, *Current Biography*, *Contemporary Literary Criticism*, *The World Almanac* and the *American Book of Days* were some titles chosen to illustrate the Library of Congress and Dewey systems. Spine labels were made for five books in the school collection written by or about Robert Frost. These were used to show their shelf location in the Library of Congress classification system. The Robert Frost books were then presented as an illustration of the PS subdivision, American Literature.

Although most college and university libraries are automated, many high schools are not. One way to prepare students for the online catalog is to help them achieve a solid understanding of the card catalog. By making a new spine label for a recently discarded book and changing all its catalog cards, a familiar title was transformed from the Dewey to the Library of Congress system. The cards were reproduced on a page that was part of a packet distributed to the students during the "seminar." The contents included a brief outline of the Library of Congress classification scheme and a few notes about the system itself. A page of *Biography Index* was included to illustrate types of citations. A review of some of the abbreviations used in the index was also listed. Another page discussed various indexes and general information, such as an explanation of the term "stacks," a suggestion to take a library tour if offered and a reproduction of the "Desk Dictionary Summary Chart" from *Booklist*, recently updated in the February 1, 1991, issue, page 1146.

Students who return for the annual college alumni breakfast fill out a short questionnaire. Six questions are asked, and the results have shown that most of the respondents spend a great deal of their time in the library. Their first impressions were that although the college library was large, when they asked for assistance they received it, or that they were able to find what they were looking for easily. Asked if they could give a word or two of advice to the high school students regarding the academic library, most have mentioned they should learn to use the computer catalog. They also have noted writing endnotes, footnotes and bibliographies. Of those who remembered the seminar, most found it very or somewhat helpful. Interestingly, most appeared to have not taken the tour of the college library, yet many suggested that all freshman should.

While there is some "easing the transition" literature available, the methods described appear to be limited to select groups of students, whereas our informal efforts were offered to the entire senior class. Each 12th grade English class was invited to attend a seminar. Dates were chosen that reflected the receipt of college acceptance letters and students' knowledge that the "next" library was now only months away. Mindful also of achievement tests, the prom and other senior activities, we started the seminars just after April 15th.

We contacted several librarians by telephone to update our original query. Most mentioned the new technologies. CD-ROM technology had not appeared on the original responses, but are now in many high schools, public and academic libraries. There were mixed comments regarding its use. One comment made

was that students were neglecting the paper indexes, another stated that the subject headings were poor, but others felt that this technology was an advantage to most students.

Our school has a magnificent library where all students are welcome, before, during and after the school day. The library has a fine collection of materials that demonstrates the commitment the community places in school libraries. The entire school staff holds libraries in high esteem. Assignments that enhance classroom activities, promote reading or foster inquiry are supported and encouraged. Library instruction usually begins with requests from the social studies department within the first few days of the beginning of ninth grade. These early library experiences create an atmosphere that promotes serious academic research throughout the four years of attendance. Students who experience this environment usually have several opportunities to receive instruction in the use of different indexes, gain familiarity with microforms, understand diversity of materials, recognize the skill level of trained, professional librarians and, with a short seminar such as the one described, are ready to face the enormity and diversity of the academic library with the degree of preparation that will promote success. We know that more than 95 percent of the class of 1991 went on to higher education, 86.7 percent to four-year colleges. We look forward to seeing them at the next alumni breakfast and finding out how we can improve our services.

Cecile L. Saretsky *is Department Head of the Library at South High School in Great Neck, New York. She served as President of the Long Island School Media Association 1983-89. Mrs. Saretsky is a member of the adjunct faculty at the Palmer School of Library and Information Science, Long Island University. She is a student in the Doctoral program in the Education of the Gifted at Teachers College, Columbia University.*

To my academic colleagues,

I send you the wonderful seniors of Great Neck South High School. We have encouraged them to spend their time in our library. We hope that they will be a little quieter in yours, but no less enthusiastic, as they learn about the riches of your institutions. We have found them to be appreciative of our efforts, and we thank you in advance for the service that you are about to provide. We know that as colleagues, what we do best is to offer service to students and staff. Thank you for taking the time to "connect" with us. You will enjoy working with the class of 1992. They are terrific! We know that our collaborative efforts will create a citizenry that will hold libraries in high esteem and support them at every level.

C.L.S.

NETWORKING AND NYSERNet FOR ACCESS

By Cynthia LaPier

Do you ever wish that all this technology "stuff" had been done a long time ago? That we had grown up with computers, and using a modem were just as easy for us as using the *Reader's Guide*? Or do you think it is really exciting that we are on the cutting edge of new developments? That we can determine how and where they will go? That we can have a major impact on the future of library use?

Is it really exciting to think about students going through the entire research process — search to retrieval — without leaving their computer terminals and without ever going to the library? Or is it really frightening to think about what will happen to our profession in the future? Is it challenging to think about preparing our students for a future that is completely unlike anything that we have ever known?

Are we willing to be relegated to the position of recreational reader adviser? How many of us are prepared to assume a leadership role in technology? How many of us are equipped with higher level search strategy skills? How many of us will be able only to not find our way around networks, but also to show others how to get around and what to do when they get where they think they want to be?

Every day the school library media center is a more exciting place. There are electronic encyclopedias that talk, bird databases that sing, information resources that respond within seconds, electronic card catalogs that are easy and fast, librarians working with teachers in joint projects, groups of students working cooperatively. Even with these changes, it is likely that the school library media specialist works more often in isolation than with a peer, that resources are diminishing because of budget cutbacks, that not every student's needs are satisfied.

Education is taking a hard look at itself. School building teams are reevaluating the use of textbooks as the primary resource for learning. Memorization is out, critical thinking and decision making are in. The role that the school library media center plays will not be mandated. It will be spearheaded by the *Long-Range Plan for Technology*, *Technology & Access: the Electronic Doorway Library*, and *A New Compact for Learning*. (If you do not have these three documents in your library, call your School Library System, get them and read them!) School library media specialists will receive support from professional organizations and from within their districts, but the critical impetus must come from the individuals bringing awareness and knowledge of information access to teams within school buildings.

In the future (next year!), more resources will be available electronically, and more sources will be provided through electronic means. More students will have access from their homes to computer services, *Compuserve*, *Prodigy*, local bulletin boards and library catalogs. The questions that faces the school library media profession are: what role will the librarian play, what kinds of access will be offered in the library, what electronic access to resources will be available from student's homes to the library? How will the librarian get from today to all of this technology stuff tomorrow? Will the librarian's role diminish, or will it just be different?

Technology has had a major impact on the way that school library media centers work. Telecommunication is going to have an even greater impact on the way that school library resources are *used*. Telecommunication is going to provide everyone, students, adults, children, unemployed, employed with a window to information from whatever physical location. Students are already doing electronic encyclopedia research from computer labs and classrooms. Through services such as *Prodigy*, some students are able to access an electronic encyclopedia from their living rooms. Changes in technology for learning is an inevitable progression. What is not inevitable is how that school library media specialists and other resource providers are going to support this activity.

Networking once meant people contacts, e.g., the good ol' boy network. Now networking means any kind of connection with another person or group, usually through electronic means. Networking tends to equalize all users. It is not possible to identify age, sex, status, etc. through the network, unless people actually write who and what they are. Just getting online carries status. Networkers are respectful of other networkers, regardless of their affiliation or profession. Those who are not connected may miss information and may never even be aware that they are in a state of void.

NYSERNet

The New York State Education and Research Network (NYSERNet) is an electronic highway, with exits to the Internet, a global network. It is like TNT in that

there are established paths of communication. It provides electronic mail services, and it is possible to do file transfer. It is unlike TNT in that it does not stop at the New York State line. It also provides interactive access to other computer systems. It is open, public transport instead of limited, private. TNT is developing a gateway to the Internet, but they are two distinct networks with very different services. NYSERNet offers access to library catalogs of all kinds — public, special and academic. It offers access to a myriad of databases, to other types of information resources — encyclopedias, statistical sources, newsgroups, list or computer conferencing boards, computer software and text, use of software for statistical or other purposes, electronic journals, bulletin boards and electronic mail. Librarians can use the service for professional development, information access, interlibrary loan and communication.

Why NYSERNet? Because if you don't someone else will!

There are many electronic services available to the public. *Prodigy* and *Compuserve* are probably the most common. They are becoming so commonplace that they are advertised on television. They both carry a charge. Neither service has a built-in teacher helping the user to evaluate the information received, nor to determine the cost-effectiveness of the product. Both, but especially Prodigy, are glitzy, attractive, fairly easy to use and appeal to the shopper within us all. NYSERNet does not inherently provide that opportunity. It is not easy to use. (But NYSERNet is developing user-friendly interfaces. Soon, it will be possible, at a low cost, for an individual to gain access with minimal assistance. The market will drive NYSERNet to become glitzy, with an academic aura.) There is also a charge. If it is used within a library context, there is a built-in teaching tool — the school library media specialist.

At a recent NYSERNet workshop at Albany, Bob Carlitz, University of Pittsburgh, gave two reasons for getting connected to the network:

1. **Reduce isolation and increase multicultural global resources** — An international connection reduces the isolation of the profession and of the student. Global communication is as easy as a local phone call. The quality of the work environment improves through constant communication with others who have the same goals and desires. The resources on the Internet help us to serve our patrons in a better and more sophisticated fashion. Students gain a multicultural perspective through communication with their peers around the world. Academic and K-12 educators use the Internet as a sounding board, as a sharing place for new ideas, as a curriculum database, as place for collaborative writing — for their own professional growth. The opportunities for students are also extensive. They can be pen pals, share data about their environments, find research material, explore to the furthest corners of the world. Discussion groups occur between teachers and teachers, between students and students, and between students and teachers. Most of the communication is in English, but foreign language discussions are also available. All of these activities decrease isolation.

2. **Equity** — Technology is the great equalizer. Telecommunication allows access to resources that will never be available locally. When telecommunicating, the sender and receiver, having never seen each other, do not start the relationship with preconceived superficial judgments. It doesn't matter who you are or what you do. If you are willing to spend the time to type in your thoughts and ideas at the keyboard, then the time it takes to read and respond becomes worthwhile. Traditional barriers are removed — students have the opportunity to talk to full professors — professors they may never talk to — face to face — if they attend that particular university. The equipment that is used to gain access also becomes equal. No one cares if you are using an old Apple II+ or the newest IBM PS2 to get into the network. In addition, it does not matter if the user is in a rural area or an urban area. The important thing is that you are in, and actively participating, asking questions, offering information, being a responsible citizen of the global village.

The Internet has become a community of educators and students willing to share new information with each other and willing to establish and live up to high standards in educational quality. This global community is a democratic construction but may not always be peaceful. There will be conflict among ideas, which will enhance rather than detract the thinking process.

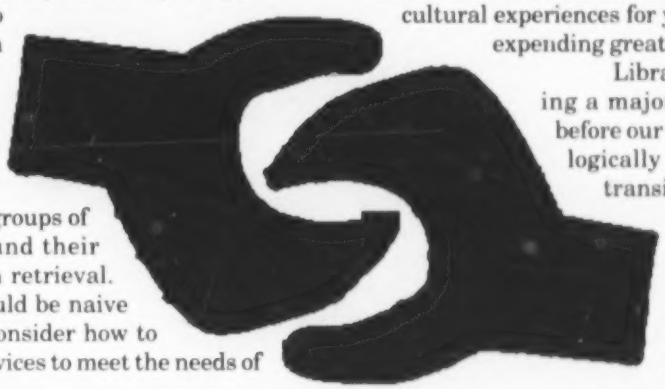
It is critical to remember that the network is a tool. It easily fits within the cooperative learning mode of classroom work as well as other learning techniques. It may be an unfamiliar tool, but the critical component is the information and the quality of that information. Using the network gives it greater value only because that might be the only way in which certain information can be obtained; or that downloaded data is more readily utilized and manipulated.

Providing access to a network is obviously economical. It requires the most basic of hardware and software. The connect fee is probably the most prohibitive cost, but could easily be justified by the amount of resources that it will purchase, the experiences that it will provide.

But what is the role of the school library media specialist in telecommunication? **Professional commitment** — Whatever the school library media specialist decides to do to enhance his/her own skills and knowl-

edge as an information specialist is really a personal decision. The librarian might decide that this is not a priority and let the computer teacher or the math teacher do it. Or the school library media specialist might decide that it is imperative to be able to converse globally, to develop new ideas and projects on an international scale, to provide extensive resources to the community.

As teacher — The students need a base of knowledge for evaluating electronically available resources, for developing search strategies, for finding their way through an electronic jungle. Learning to type a personal or a business letter may be the role of another teacher, but communicating electronically, knowing how to find your way around a global library should be taught by the school librarian. In almost every issue of *PC Magazine*, there is a reference to electronic information access. The implication is that all readers not only have the potential of doing their own *Dialog* searches, but they are actually doing it. A whole groups of patrons have already found their own means of information retrieval. The library profession would be naive and remiss if it failed to consider how to change their offering of services to meet the needs of the futuristic patron.



Some things that you can do with NYSERNet:

Bridging the Gap (NYSERNet) — an in-development value-added program that helps connect high school students and colleges. Initially, students will connect with selected universities to obtain any type of admission information. Eventually dialogues between school and academic personnel, information dissemination, training and learning related to the college will occur.

KIDSNet (INTERNet) — a community devoted to the use of telecommunications in the K-12 arena. There is an area for students and one for educators. In the first two days that I was on the subscription list for this conference, I received over 100 messages, ranging from information requests, project collaboration requests, to full-fledged articles.

Project Hermes: U.S. Supreme Court Opinions — a file of downloadable court opinions — great for those participating in government courses!

NASA Archives (INTERNet) — downloadable files of information an files about the space program, but even more exciting, images from Voyager and shuttle missions.

KIDSLINK (INTERNet) — another network for students and teachers, very global in scope.

Cleveland Freenet: the Electronic "City" (INTERNet) — email and electronic information resources in health, law, education and the sciences, even an electronic version of *USA Today*.

There are numerous library catalogs, public and academic, on the Internet. It becomes possible to use your computer as if it were a terminal in that very library. As far as I can determine there are no school library catalogs on the system — maybe a New York school library will be the first!

There are so many things to do and to read that at first the whole network scene is really overwhelming. The INTERNet addresses are worse than the nine-digit Zip Code. But it is so exciting to participate in global communications, to know that you are providing multicultural experiences for your students, and without expending great amounts of money.

Library services are experiencing a major paradigm shift — right before our eyes. As with other technologically contaminated events, the transition is fast and furious. It is absolutely critical that school librarians be aware of and participate in these changes. We will play an active role in preparing our students for electronic life beyond high school. Our students today will be electronically prepared for that expectation. Now you are interested and excited, what do you do next? Read about NYSERNet, telecommunicating. Contact NYSERNet, the New Connections group, your library system. See demos and go to workshops. Watch for NREN Federal legislation. Talk to your colleagues, your administrators, your teachers and students about the possibilities. Set a stage for the play to begin!

Cynthia LaPier *is Coordinator / Director of the School Library System at Schuyler-Chemung-Tioga BOCES, Elmira, New York. She has authored articles on various aspects of libraries. She has served as the editor of the SLMSGram, a publication of the School Library Media Section of NYLA. She served on the Resolutions Committee for the Governor's Conference, 1990.*

CREATING AN ENRICHED LEARNING ENVIRONMENT IN THE LIBRARY MEDIA CENTER

By Carol Kroll

Change is a slow, often threatening process. Some media specialists still use lesson plans they developed 10-20 years ago. Lessons about how to use the card catalog, *Reader's Guide* or *Granger's Guide to Poetry* are contrived and irrelevant to today's student's needs but are defended as "teaching library skills." More accurately, the main contribution is to fulfil a contractual obligation to provide preparation time for classroom teachers. Students move through the grades unable to access and use materials, and somehow they are blamed for their ignorance. On the high school and middle school level, the media center might be used as a study hall, or a place to "hang out" or to do homework. The media specialist usually works with students on a one-to-one basis, or classes come into the center with their teachers to use selected resources. Frequently, the media specialist is locked into administrative mandates and unable to improve services. Some media specialists believe that with a collection of 10,000 or 20,000 titles, they have all the resources needed to meet their student's needs. If the school's program is intended to force students to compromise in interest areas, to select topics based on what is available and if the program is to emphasize location rather than information skills, they may be correct.

Most media programs have moved further along. Subject and classroom teachers meet with the media specialist to discuss resources the center can provide to support particular curricula needs. When students learn about the age of exploration, the media specialist offers appropriate biographies and books of fiction and nonfiction. Students borrow materials before or after the official school day, and classes are scheduled into the library for extra time as needed. The media specialist functions primarily as a locator of resources and offers book talks to describe reference and other materials. Some social studies and English classes might be scheduled into the library for two or three sessions, usually a week apart. Students traditionally spend the first session locating resources and copying bibliographic and other information; the second and third sessions, using noncirculating reference materials. Some CD-ROM resources might be available to enhance access to periodicals. These parallel partnerships of media specialist and teacher do not teach students how to analyze and formulate questions; which resources are needed to answer particular questions; how to synthesize information; how to reject the irrelevant; or what is important to the student. Teachers and media specialists are not actively involved in guiding and teaching student learning.

AN ENRICHED LEARNING ENVIRONMENT

Further change is needed to establish an enriched learning environment in which the media specialist is an integral part of the school's educational team. This includes participation in department and grade level meetings. The school's interdisciplinary approach encourages students to use the media center's resources and those within the county and state. Students, supported by teachers, come to the media center with their class, in small groups or as individuals. Together, the media specialists and classroom teacher and/or subject area teachers discuss curricula goals and develop and implement teaching strategies. The building principal turns to the media specialist to participate in planning and delivering interdisciplinary learning experiences.

During the past four years, members of the Nassau School Library System have been working with Dr. Carol Kuhlthau of Rutgers University in a guided research process for students. This process encourages students to follow a strategy of information gathering before writing and to formulate a point of view instead of mere reporting. Students are encouraged to talk with one another about their ideas; to turn to parents, community members and experts for clarification; and to value information in all formats. Judith Taylor, media specialist at Manhasset Junior High School, along with department chairpersons, several subject area teachers and limitless support by her building principal, has developed a model program. The research process involves several months of planning and implementation. Teachers work with students as teams, alone, with small groups, whole classes and as individuals. Large blocks of time enable students to browse the collection, think about their subject, read, redefine their topic, talk, get help and read some more. They are encouraged to identify their feelings during the process and to recognize that frustration, denial, insecurity, anxiety and elation are inherent in any research endeavor. The process is more significant than the product. Students receive help throughout and develop four lifetime skills: problem articulation; information seeking and gathering; ownership of a point of view based on information gathered from a wide range of sources; and presentation of ideas.

An enriched learning environment begins with media

specialists working in partnership with classroom and area subject teachers. They need to make their skills known and to provide services to teachers and administrators, as well as to students. At a recent Whole Language Conference at Adelphi University, classroom teachers were hungry for listings of books to use with classes that would be developed around specific themes. Dozens of workshop presenters displayed books and discussed how they might be used as part of a Whole Language process. Few participants realized that such information is available in their own school. Of particular interest were fiction titles that could be used across the curriculum. Attention was drawn to the use of picture books to teach new and complex subjects to high school students. Media specialists must publicize their services and reach out to teachers with specific information. Those in districts with automated libraries could flag appropriate titles on their databases, and all schools in the district could share resources. Annotated listings might be developed within school library systems and shared throughout the State. Media specialists might use the listings to present book talks during faculty meetings, as well as to share them with individual teachers.

TECHNOLOGY ENRICHES MEDIA CENTER SERVICES

Enriched media centers also offer students the use of advanced technological resources. When students are able to locate resources without learning standard subject headings, they have acquired a powerful tool. Students in libraries that have been automated can use key word and other search strategies to increase their chances of success. Search strategies can be saved to be shared with others or personally reexamined.

Teachers can examine the library collection to discover subject strengths or gaps during the planning process. They can reserve specific titles for use by students. In Nassau County, students unable to locate the needed resource in their own school, can search the regional Nassau school Library System database of more than 120,000 titles. Once the resource is located, an interloan message can be left and a Nassau BOCES van can deliver the book. If the search was unsuccessful, students might locate the resource in a public library via the database of the Nassau Library System. Resources not yet found might be located through NYSILL, the New York State Interlibrary Loan system. Materials located in the State Library system can be borrowed through the Nassau School Library System, a NYSILL pilot site. Students no longer need compromise in selecting research topics. A child interested in learning about helicopters won't have to be directed to the study of airplanes.

Nassau BOCES provides training and user groups for media specialists who wish to learn how to access the databases of BRS and DIALOG. With these skills they are able to teach sophisticated search strategies to students and teachers anxious to investigate subjects in greater depth.

Students also benefit from partnerships between district computer personnel and media specialists. Districts with comprehensive technology plans, frequently assisted by Kevin Daly from Nassau BOCES' Division of Computer and Communications Services, have begun to envision the networking of computers to connect computer laboratories, department offices and classrooms with the media center's automated catalog. Students and teachers working at remote sites will be able to search the automated catalog to evaluate research ideas, develop bibliographies or complete research papers. Some districts are planning to enable community members to access the automated catalog via a modem link. Media specialists, working with district computer personnel, are purchasing instructional software,

School library media specialists throughout Nassau County are changing their view of their role in the school setting and how they interact with students, teachers and administrators. Courses, workshops and programs sponsored by the Nassau School Library System, designed to explore educational trends and to examine the change process itself, have influenced more than 300 media specialists during the past six years. Participants have gained a deeper understanding of their partnership role with one another and with other teachers, while exploring Whole Language, research as a learning process, multicultural education, collection development, the use of technology as an instructional tool and an interdisciplinary approach to curriculum. They have joined cluster groups of media specialists designed to enable them to share educational concerns, exemplary programs and outstanding resources. They've learned how to be more effective as group members and to respect differing points of view. These skills have been personally enriching, as well as helpful, in working in partnerships with others.

videodiscs and simulation software. These materials are cataloged as part of the library's collection and circulated throughout the district. Together, media specialists and district computer personnel are developing plans to connect the library's automation system with computer networks throughout the school. New York State's plan is to become part of the electronic highway envisioned by Senator Albert Gore, Jr. The link will start in the "electronic doorway" library.

A GLOBAL, MULTICULTURAL COMMUNITY

The notion of a global community has become increasingly important throughout New York State. In Nassau County, as children from more than 44 countries enter our schools, students and teachers turn to media specialists for resources to enlighten them regarding the customs and culture of the new members of the school community. Parents of children new to our schools want to learn about our expectations, how our schools work and how to help their children. Library collections have begun to reflect an increased emphasis on multicultural education. Everyone will need to know more about world geography and international economics. Books that examine social structural inequality, including sexism and racism, must be purchased. Media specialists turn to the study of folktales as a way of knowing and sharing the heritage of students. Books about children from other cultures, translated into English and/or written in English but set in other countries, convey a strong sense of another culture but also express commonly felt emotions. Sometimes the setting is incidental but the themes and characters have universal appeal. Books about how people have adapted to a new culture are often helpful. Care must be taken to ensure that selected books offer accurate depictions. Connections can be made by reading aloud about common experiences rather than risking embarrassing children new to the school by focusing on them.

Members of the Nassau School Library System Media have turned to Carmen Vazqueztell, at the Nassau BOCES BETAC, for assistance in understanding cultural diversity and for listings of publishers of suitable materials. We are developing a listing of schools with collections especially rich in resources for a culturally diverse population. We are also identifying exemplary programs centered within the library media center. We'll need to identify special collections. Titles will be entered onto our database to be shared throughout the county. Staff development programs necessary to equip our members to most effectively meet the needs of all students are being developed.

WORK WITH OTHER PARTNERS

We also turn to the public library to identify programs in specific communities. Caroline Ward, Nassau Library System's Director of Children's Services, has helped form effective partnerships. Professional books more appropriate for the school library system, but donated to the public library system, are given to us. Librarians from public and school libraries with specific talents or knowledge share information. Along with the Nassau County Library Association, the Nassau Library System and the Nassau School Library System annually sponsor a day-long program. Public and school librarians, led by trained facilitators, discuss books previously read. They learn about each other's programs, purchases and concerns. Last year, we formed a Nassau School Library System committee to advance intersystem cooperation. Several public librarians are members of the committee. Efforts resulted in a flyer that suggested ways in which sharing is effective. This year, the committee will develop strategies to better serve students who go to the public library for help with homework assignments, only to find that librarians are unaware of assignments. They will discuss the development of a cooperative plan to celebrate the Night of 7,000 Stars; identify shared programs that are particularly effective; and begin to discuss joint collection development strategies. Coordinated collection development between the public and school libraries is particularly important in light of budget constraints.

Much has been written about partnerships between businesses and schools. Library media specialists on Long Island and elsewhere have been reticent about reaching out. More than 80,000 businesses are located in Nassau County, and such relationships can benefit both parties. Students graduating from our schools will become employees in local industry. We need to know employers' expectations and to prepare our students to meet them. Donations to develop special collections, resource lists of possible speakers, internship programs to develop necessary skills, and mentoring programs can be supported through the media center. Businesses are seeking creative, assertive employees with problem solving abilities. Teaching students how to find, interpret and use information helps develop some of these skills. The library provides information, which must be compared, analyzed and interpreted. When we expose students to various types of literature or show them multiple ways to express the same idea, we encourage individual thought and expression. When we identify local businesses as information sources, we deepen students

knowledge base and enlarge their employment possibilities.

At a time when the education community is interested in systemic reform, businesses can be particularly helpful. They can help us to examine barriers to change, legislative statutes, teacher training and financial issues. They can assist us in determining important issues of assessment and in identifying learner outcomes needed for the job market. They can be encouraged to give preference to local hires. Partnerships composed of educators, legislators and local business people are needed to work together to improve the educational climate.

THE PERFECT PLACE

The library media center is the perfect place for students to learn how to learn. They can feel safe to explore ideas and to reach their own conclusions. We can teach students how to interpret and integrate information, so that it becomes meaningful to them. Students need opportunities to share ideas, argue and reach consensus. They need to feel passionate and to develop opinions, so that information becomes part of their knowledge base. In math and science, as well as in other subject areas, reform is advocated by national organizations. Reformers advocate that instructional goals focus upon the welfare of individual and societal needs, with students voicing their own curricula choices. As students are encouraged to use their own procedures to solve problems, media specialists and other teachers will serve increasingly as facilitators. We'll need to strengthen our own communication skills and to turn increasingly to other educators and community members for collaboration and assistance.

Carol Kroll *is Director of the Nassau School Library System. She is a member of the American Association of School Librarian's Task Force on Information Skills. She is the author of several articles on library automation and staff development. Along with members of the Nassau School Library System, she established a staff development initiative, Networks Enriching Teaching, which won the 1988 American Association of School Librarians ABC / CLIO Leadership Development Award. This initiative has been replicated in several states.*

PROFESSIONAL PREPARATION OF LIBRARY MEDIA SPECIALISTS: THE STATE OF PROGRAMS IN NEW YORK STATE

By Michael B. Eisenberg

According to *Information Power*, the national guidelines for library media programs, the mission of the school library media program is "to ensure that students and staff are effective users of ideas and information." *Information Power* further states that to attain this lofty mission library media specialists must assume the roles of information specialist, teacher and instructional consultant. This article discusses how the professional education programs at schools of information and library studies in New York State are preparing school library media specialists to fulfill these vital roles.

THE MODERN LIBRARY MEDIA SPECIALIST

The centrality and importance of modern school library media specialists in education seems clear. Contributing to this are:

(1) the increasing reliance on information technology in education (computers, video, telecommunication),
(2) the "information explosion" and the move away from single-source, textbook-based education to a more resource- and information-based approach,
(3) the emphasis on preparation for lifelong learning and transferrable skills reflected in current reports on education (e.g., the National Goals, America 2000), and
(4) the acceptance by many library media specialists of new responsibilities and roles, including teaching and the use of new technologies when appropriate.

Individual library media specialists and the field as a whole are responding to these developments by accepting new and expanded responsibilities and roles. Traditionally, school librarians were involved with collection management, reference service and reading guidance. Library media specialists still fulfill these basic functions, but go far beyond in terms of activities, attitude and approach, for example:

- from taking care of collections to consulting on the effective use of information, information resources and information systems in curriculum and instructional,
- from a "print" mentality to a unified multimedia orientation,
- from maintaining fiction collections to aggressively promoting reading, literature and literacy (print, media and computer),
- from providing access to reference materials to offering a full range of information services,
- from teaching location and access to books and periodicals to delivering a complete instructional program on the full range of information skills (information seeking, access, use, manipulation, synthesis and evaluation), and
- from relying on manual approaches to using a full range of computer-based systems, services and information.

Furthermore, library media professionals are assuming active and assertive stances in relation to delivering services and instruction. For example, the mission statement of *Information Power* cited above doesn't hedge — it doesn't say that library media specialists will facilitate or help students to become effective users of information. No, it says that the mission is to **ensure** that students are effective users of information! This is best accomplished through instructing in essential information skills and by developing a complete range of meaningful library media services and resources. Most importantly, the mission must be met through full integration of library media instruction and services into the daily activities of classroom, subject area teaching and learning.

One key to all this — to meeting the expanded needs of users, to delivering the corresponding expanded activities and responsibilities of library media specialists and to being centrally involved with classroom curriculum — are rigorous professional training programs for library media specialists. Successfully fulfilling the expanded roles requires that library media specialists be highly trained in information services, systems and resources, management, and curriculum and instruction.

The remainder of this paper focuses on the professional training programs for library media specialists in New York State. What do they have in common? What are their unique strengths and signatures? What concerns and issues do they face?

Much of the information for this paper was gathered through telephone interviews with appropriate school library media faculty at the professional schools in New York State. The interviews were conducted in October 1991, and I wish to thank John Ellison (SUNY Buffalo), Souad Matta (Pratt Institute), Millicent Lenz (SUNY Albany), Br. Emmett Curry O.S.F. (St. John's University), Betty Morris (Long Island University), Karen Smith (Queens College) and Ruth Curtis (Syracuse University) for their enthusiastic cooperation and valuable insights.

LIBRARY MEDIA PROFESSIONAL TRAINING PROGRAMS

There are currently six* active professional education programs for school library media specialists at institutions of higher education in New York State:

- SUNY at Albany
- SUNY at Buffalo
- Long Island University
- Queens College
- St. John's University
- Syracuse University.

Faculty members in all of these schools are acutely aware of the challenges facing modern library media specialists, and they strive to offer professional library media education programs that develop the skills, knowledge and attitudes dictated by the active role described above. In doing so, the programs in New York State share a number of common characteristics:

- *Offer unified and systematic programs of study.* At each school, the library media program is described as much more than a simple "laundry list" of courses. Building on the core requirements of the general MLS program, all schools have additional requiredor highly recommended courses in management, media, children's and young adult literature/services, computer and information technology, and curriculum.
- *Take a competency-based approach.* Most programs characterize themselves as competency-based. In the late 1970s, New York State required recertification of professional library media training programs. The guidelines for recertification emphasized the competency-based approach. Most schools involved library professionals, teachers, administrators and others in identifying essential competencies. These competencies formed the basis for revisions in program, course offerings and the content of courses. The competencies are generally reflected in objectives listed in course syllabi. In some schools, the competencies are used in designing field work experiences. Most schools continue to update the competency list with input from the field through some form of school library media program advisory board.
- *Balance theory and practical.* All schools strive to strike a middle ground between theory and practice. All emphasize the importance of developing conceptual understandings about the field, education and the role of the library media specialist through readings, lecture and discussion. At the same time, students need to be able to apply professional skills and abilities in "real environments." This is accomplished through required field work experience, bringing practitioners into class on a regular basis, and linking class exercises and assignments to real situations in the field. Field work (also called practicum or internship) is required of every school library media student, and students actively participate in every aspect of day-to-day school library media work. Students without prior teaching experience may be required to do additional field work.
- *Emphasize centrality to the school.* The school library media specialization is an important program at each school of information and library studies in New York State. Unlike the status of library media programs in professional schools in some states, school library media specialists are viewed as a central and key players in the educational environment and in the library and information profession. Furthermore, the library media area is often recognized as leading the way in such important areas as integrating media and technology into collections and services, teaching essential information skills and actively focusing on meeting user needs. This positive perception extends to school library media students as well. All library media students are part of the overall MLS program and take the "core" MLS courses and sometimes one or more electives in addition to school library media offerings. In classes, they more than "hold their own"and are often among the top performers. This emphasis on centrality and integration of students within the overall MLS is an important aspect of school library media education in New York State. It may be more than coincidence that those professional schools that thrive all include strong school library media specializations and stress linkages and commonalities among the programs at the schools, while those with a more isolated and narrow view are candidates for consolidation or closing.
- *Focus on timely professional concerns.* Many of the important current concerns facing school library media specialists are not normally included as part of a "traditional" library media program of study. Traditionally, the emphasis was on management of book collections, resources provision, cataloging and reading guidance. These reflect a "things" or "resources" orientation. While some of these topics are still part of professional training, fulfilling the roles outlined in Information Power calls for an important shift: to "people" and "services." This shift is reflected in curricula that focus on

*At Pratt Institute, there is currently no full-time faculty member devoted to school library media. Due to this fact, the faculty voted last spring (1991) not to emphasize this area or recruit new students for the school library media specialization. Some courses in school library media will continue to be offered, and the issue will be reconsidered this fall. There was also some question about the program at Long Island University due to problems with accreditation by the American Library Association. I am pleased to report that Long Island University has reconfirmed its commitment to the library field, and efforts are under way to regain accreditation.

knowledge, skills and attitudes needed to provide services (including teaching information skills) directed at the real needs of students and teachers. Another timely concern involves technology, and all schools include coursework and field experiences that help students acquire proficiency in technology, including the ability to use technology in management, information storage and retrieval, and services.

While similar, each program also has some unique elements and strengths:

- *SUNY Albany: "connections."* Located in the capital of New York State, Albany has direct access to persons and resources in the State Education Department (particularly the Bureau of School Library Media Programs and the State Library) as well as to other State government offices and agencies. "Connections" are also emphasized through interdisciplinary links to other programs within the School of Information Science and Policy, with other units on campus and across the State University system.
- *SUNY Buffalo: "media specialist."* The certificate received by most students in New York State professional library media degree programs is titled "media specialist." More so than any other school, Buffalo has worked hard to fulfill the true meaning of this title. There is an equal balance of print and nonprint content and skills in the overall program and in individual courses. Students develop the knowledge and skills necessary to function as true "media" specialists.
- *Long Island University: "renewal."* The most important and exciting element of the Palmer School program is the "renewed" dedication of the university to the school and its programs. In the past, LIU has strived to provide a program that enables students to walk into a library media position and function well. The reaccreditation process provides an opportunity to reflect on exactly what this means. LIU intends to review and rethink every aspect of the program in order to meet the goal of offering a progressive and unified program.
- *Queens College: "responsive."* The faculty at Queens College recognizes the importance of being "responsive" to the unique needs of library media students in the New York City area. For example, most classes are held during late afternoon or evening sessions, and faculty members are regularly involved in making presentations and sharing knowledge and ideas with the metropolitan area library media community. Queens is dedicated to providing a systematic, quality program that balances the various roles of the modern library media specialist. Direct and regular contact with the field is an important part of this effort.
- *St. John's University: "commitment."* St. John's is proud of the fact that is has maintained a strong "commitment" to school library media preparation when others schools have questioned or abandoned it. As part of this commitment, St. John's secured federally funded fellowships for educating teachers seeking school library media certification, in particular for those untrained teachers who are assigned to elementary libraries in New York City. St. John's is also committed to a program that emphasizes the importance of information and technological literacy for all school library media students.
- *Syracuse University: "assertive."* The emphasis at Syracuse is on developing "assertive" school library media specialists who are able to articulate clearly and deliver the service and instructional functions of the modern library and information specialist. This requires special training in curriculum, instruction and technology. At Syracuse, the school library media program enjoys a high status in a school known for its forward-looking approach to information studies and the information professions.

CONCERNS AND ISSUES

The above descriptions of programs and strengths paint a fairly optimistic picture of school library media education in New York State. There are, of course, a number of problems as well.

The number one problem, articulated by faculty at every professional school is the concern about delivering a quality program within the existing 36 credit hour structure. The expanding concerns of the overall information field and the corresponding expanded roles of information specialist, teacher and instructional consultant as described in *Information Power* require increasing knowledge and skills for school library media professionals. How do we cover all that is needed, in sufficient breadth and depth, within 36 credit hours, 12 courses? One obvious solution (being considered right now by some schools) is to expand the credit hours required for the program. This would allow for more intensive courses, increased practicum/field work experiences and even concentrations within the library media program. Unfortunately, expanded programs would also create hardships, financial and time, for many students.

Another solution is education beyond the formal degree program; that is, expecting that students would continue their professional education through various continuing education offerings. Continuing education is mandated for a number of professions in New York. Some other states already require continuing education for school library media. Furthermore, numerous continuing education opportunities for school library media already exist in New York — through the school library systems, State Education Department, NYLA/SLMS, local professional organizations and the professional schools. It should be possible to develop a formal, *cooperative*, continuing edu-

cation program that requires all professional library media specialists to attend continuing education sessions in certain specified areas over a certain time period. For example, to maintain certification, a school library media specialist might be required to participate in a minimum of four contact hours of continuing education related to each of four areas (e.g., curriculum and instruction, reading guidance, management and technology) within a two-year period. The challenge is for the State Education Department, professional schools, school library systems and professional organizations to work together to develop the requirements and a coordinated, regular set of offerings.

The mission of the school library media program is 'to ensure that students and staff are effective users of ideas and information.'

A second major problem is being able to provide library media education to all persons in New York State, even those geographically removed from the current centers of library media education. Although, New York has more ALA-accredited, professional library media degree programs than any other state, many potential students are still faced with geographic and time constraints. Obviously, the solution is some form of distance education. Most of the professional schools have made an effort to teach some courses at remote sites. They also teach on weekends and in special summer schedules. Some are also considering the options afforded by telecommunications and computer technology. But these are isolated efforts. As with the continuing education notion, there is a need and an opportunity for the various library media professional schools to work cooperatively and systematically (and with the support and encouragement of the State Education Department and professional organizations) to develop a coordinated program of distance education.

A third major problem is the continuing battle to maintain school media visibility — within the schools, at the universities and in the field locally and nationally. The limited number of school library media faculty at each professional school faces problems similar to practicing school library media specialists in terms of available time and effort. School media professors are expected to teach 2-3 courses each semester, conduct research, publish, keep up their contacts to the field and advise students. Most are also involved in some form of program management and supervision of field work students. They can emphasize the role and importance of school library media while carrying out these tasks and responsibilities, but additional efforts are also called for, on campus (e.g., making contacts with faculty and students in teacher and administrative education programs) and in the field (e.g., presenting to and working with library media specialists, teachers, administrators, parents and community members). While there are no simple solutions to the problem of limited time for promotional activities, school library media faculty must practice what they preach to their students. They must assume leadership positions within their schools and universities and in national and international arenas, and use every opportunity to communicate the importance of modern school library media programs to education at all levels and in all settings.

These three as well as other concerns must be addressed by those involved with school library media professional education in New York State. Yes, we need to continue to focus on providing quality instruction that fulfills the requirements of an increasingly important profession. Clearly, we need to find ways to cooperate statewide to provide systematic and meaningful continuing education. Certainly, we need to find ways to offer school library media education to persons in remote areas of the State. Of course, we need to extend our efforts to promote school library media work.

Nevertheless, New York State is much further along and more fortunate than many other states. Throughout the State, those in the field are accepting the challenge of an active role for library media specialists in education. They are providing essential services to students, reaching out to teachers and promoting programs to administrators and parents. At the same time, we have six professional schools, more than any other state, committed to providing quality training for active library media specialists. These are not marginal, second class programs. On the contrary, these are respected programs that have achieved a secure status within their schools and on their campuses. In these six schools, faculty members are seeking to offer rigorous programs of study designed to develop knowledge, skills and attitudes required for this active role.

We have a long way to go, both in the field and in the professional preparation programs. By working cooperatively — professional schools, State agencies, professional associations and individual faculty and library media specialists — we can move school library media preparation and the field to the next level of excellence.

Michael B. Eisenberg *is Associate Professor at the School of Information Studies, Syracuse University. Dr. Eisenberg is also Director of the ERIC Clearinghouse on Information Resources.*

ACCESS REVOLUTION — School Library Systems and the Statewide Library Network

By Joseph J. Mattie

Since 1985, as a result of developing school library systems and the creative use of *Information Power*,[1] school library media specialists in New York State have led an information access revolution for students and teachers. They have provided students and teachers with materials and information in ways not imagined only a few years ago. Now, with telecommunications and *New Compact* developments, school library media centers are at the threshold of another major change. They can now participate fully in the development of a statewide library network of electronic doorway libraries and library systems.

Access to quality resources for education is expanding beyond the confines of each school building. School district, county, regional, state and national networks provide access to a range of materials that just a few years ago was not within the reach of K-12 pupils. The school library systems are the means by which those students access resources, just as their college-level counterparts do. In fact, as electronic doorway libraries, the school library media centers and academic libraries use the same statewide network.

Most important, students are using their school library media center to develop the skills they will need in a society that requires lifelong learning. The *Information Power* theme of educational excellence through effective school library programs relates school library media center services directly to the goals of the school. School library media specialists have found *Information Power* an effective tool in developing partnerships with teachers and administrators and in securing school board members' understanding of why it is to the advantage of both students and teachers that the school library media center program is fully integrated into the school's curriculum.

A SIX-YEAR FOUNDATION

In 1983-84, after extensive evaluation of 12 pilot school library systems, the value of resource sharing among school library media centers had been thoroughly documented as a cost-effective way to expand library media services to students and educators. Therefore, in July 1984, Governor Cuomo signed legislation authorizing permanent school library systems. By September 1985, 48 systems were operating, involving 703 out of a possible 724 school districts.

More than 1,000 people developed the long-range plans, policies and procedures to bring these systems into operation. From Riverhead, Long Island to Fredonia and from Malone to Monticello, school districts joined the systems which currently serve nearly 3 million students in public and nonpublic schools.

The school library systems have accomplished herculean tasks since 1985, many with the assistance of colleagues in the public and academic library systems, who drew on their systems' experience to assist the school library system directors and Councils in making effective decisions. These six years have demonstrated that the systems are providing cost-effective services and programs for their members and that they are characterized by critical mass, persistence and risk-taking. Some of the major accomplishments of the systems are:

- converting library records into machine-readable (US MARC) format
- merging of converted records into union catalogs, either system-based and/or regional (with holdings from all types of libraries included)
- creation of union list of serials and addition of these records in regional union lists in cooperation with the reference and research library resources systems
- offering thousands of hours of in-service, continuing education and staff development workshops for members on topics and trends in library service and programs including automated integrated library systems, electronic bulletin boards, access, the importance of the MARC record, database searching, telefacsimile transmissions, and linkages
- providing thousands of database searches to teachers and educational administrators to meet these clients' research needs as they develop new forms of educational practice and policy.

These "infrastructure" developments are matched by countless examples of how the students in schools of all

ac•cess *n*: permission, liberty, or ability, to enter, approach, communicate with, or pass to and from; an increase by addition.

rev•o•lu•tion *n*: a sudden, radical, or complete change; activity or movement designed to effect fundamental change.

sizes have used media centers as they learned and practiced essential skills of locating, evaluating, organizing and using information.

Some of the major accomplishments of the school library system program are in *database growth* and *interlibrary loan*. The (now) 46 systems, which have converted approximately 1 million records each year since 1985, reached a combined database accessible to students and teachers (and users of all kinds of libraries through the statewide network) of nearly 6.5 million school library media center holdings. This remarkable growth of the machine-readable databases has made possible and expanding interlibrary loan service, now totaling nearly a half a million items a year.

These databases are used by schools of all sizes. Alternative high schools in New York City, for instance, such as "the City as School" site in Manhattan and "Pacific High School" in Brooklyn, participate in the system and borrow materials through interlibrary loan. In this way they access special collections on law, debate, citizenship, etc. developed through the system's coordinated collection development program.

Many school library systems search electronic commercial and educational databases for their teachers and administrators. School library systems staff conducted nearly 4,000 such searches during 1990-91 alone.

The systems provide important staff development programs. In 1990-91, more than 3,000 school library media specialists, teachers and others participated in workshops on automation, networking, libraries and technology, the "electronic doorway library" and the statewide library network. As a result, teachers and school library media center specialists work more closely together. For instance, in the Madison-Oneida BOCES School Library System, senior students at Morrisville Central School participate in a course entitled "Participation in Government." The school library media specialist and the social studies chair developed the course outline jointly. Students learn about library funding, types of libraries and library systems, and the governance structures of libraries in New York State. An important part of their experience is advocating for libraries locally and in Albany. Both the system and the school provide research materials for the students in the course.

Technical assistance is, also, an important responsibility of the directors of school library systems. In 1990-91, they made 1,480 technical assistance visits to member districts and building school library media centers to consult on implementation and installation of automated integrated circulation and online public access catalogs, facilities design and collection development.

Fourteen school library systems have developed cooperative service plans (co-sers) with their members for library automation projects. Once approved by the State Education Department, these projects are eligible for State aid to the participating school districts. This aid enables school districts to do retrospective conversion, purchase hardware and software, and design local area networks for interlibrary loan and other resource sharing.

THE NEW PHASE: RESOURCE SHARING IN THE STATEWIDE LIBRARY NETWORK

Library Systems Toward the 21st Century: An Action Plan,[2] adopted by the Regents in July 1991, describes the concept of the "Statewide Library Network" as the interconnectedness among libraries, library systems and library services to benefit New York State residents. The network is comprised of local, regional, and statewide activities and relationships . A "library network" is comprised of library systems and member libraries of all kinds and sizes. A "network" is professional, electronic. economic and political mechanisms and linkages.

Electronic and other automated components are important in facilitating resource sharing, particularly when different types of systems share information about the holdings of their members. School library systems have contributed 26,282 serial titles and 187,543 holdings to the regional union lists of serials coordinated by the reference and research library systems. In most of the school library systems, 90 percent or more of the participating schools have submitted data for these regional union lists. The systems converted some 711,471 mono-

The Westchester #2 BOCES School Library System cooperates with the Westchester Library System in serving youth. We are a display site in the rotation of books suitable for Young Adult collections, enabling school library media specialists to examine new titles before purchase and to serve as reviewers of these new materials. As participants in MULTI-PALS, a county-sponsored subregional computer system, we have access to the union catalogs of academic libraries, the *Westchester Union List of Serials*, ERIC, Government Printing Office, Library of Congress Subject Headings, a local newspaper index, and the automated *Reader's Guide to Periodical Literature with Abstracts*. The BOCES marked 1990-91 as the year of "Networks and Partnerships." The School Library Systems showed (librarians, teachers, pupils and administrators) how the walls of the library become transparent as information moves from one source to another.

graphic titles last year alone for inclusion in regional databases accessible in various formats.

In June 1990, 28 systems reported online database services. Thirty-six systems report that records are accessible by their member libraries in a Computer Output Microfiche catalog (COMcat) format. Twenty-four systems report that their members have access to regional and/or school library system records in a CD-ROM format. Nineteen systems report that their serials holdings are included in COMcat products. Eleven systems report that their serials holdings are included in CD-ROM catalogs. Forty-four systems have distributed copies of system and/or regional union list of serials.

NYSILL has allowed us access to resources not available on our regional database. NYSILL is a direct link to resources previously available to us only through OCLC, always our last resort because of fiscal constraints. Direct access cuts delivery time in half — an important advantage in our far-flung rural system. In school systems where "yesterday" is when material is needed, faster delivery is an obvious enhancement of services. — Barbara Arthur, Director of the Washington-Warren-Hamilton-Essex BOCES School Library System

While these various databases and catalogs show the locations of materials, it is, also, important to make it easy to make an interlibrary loan request for needed materials. Thirty-eight school library systems have access to the OCLC Group Access program, in most cases through the reference and research library systems as part of the State-funded regional database and interlibrary resources program. The four systems that are full OCLC members (Tompkins-Seneca-Tioga, Onondaga-Cortland-Madison, Yonkers and Oswego) have the advantages of having more online lenders for point-to-point access, quicker turnaround time on interlibrary loans and economies in handling requests. For the selective users (the 34 other systems), Group Access means the OCLC database is available for interlibrary loans from libraries throughout the nation even though the systems are not OCLC members.

The systems are rapidly introducing telefacsimile to speed interlibrary loan of journal articles among member libraries. In the North Country region, the reference and research library resources system supports HOBO, an electronic bulletin board through which the Oswego School Library System links 21 school libraries to each other for electronic messaging and resource sharing. These libraries are also connected to the school library system headquarters and to 85 other libraries within the vast North Country region. HOBO provides an efficient, low-cost and time-saving mechanism to communicate and share resources.

In New York City, 111 school libraries have access to the Metropolitan Interlibrary Cooperative System (MILCS) database at The New York Public Library; and 112 are connected to Learning Link, which they use for interlibrary loan and electronic mail.

School libraries are connected not only within their system and region, but, also, to the New York State Library in Albany. One of the action steps in *Library Systems Toward the 21st Century* is a pilot project for direct school library system participation in the New York State Interlibrary Loan (NYSILL) program. Early this year, in Phase I of the project, thirteen systems began sending interlibrary loan requests to the State Library by computer. In Phase II, students in 18 more school library systems will have direct access to the State Library's interlibrary loan service. System directors, students and teachers are enthusiastic about the NYSILL service. Corinne Wightman, Director of the Oneida BOCES School Library System, reported that materials ordered through the New York State Library arrive within two days. Carol Kroll, director of the Nassau School Library System, wrote: "Working against a deadline of less than one week, NYSILL was able to supply hard-to-locate materials to the Department of Occupational Education for the successful preparation and submission of the Transitional Workplace Grant. NYSILL response time, from member request to receipt, was an unbelievable two days! NYSILL continues to amaze us with its speed and efficiency."

Several school library systems are facilitating resource sharing through the use of the Technology Network Ties (TNT), a statewide Education Department program administered by the Regional Information Centers. The Onondaga-Cortland-Madison School Library System, serving suburban Syracuse and rural areas in Cortland and Madison counties, has a pilot project for

resource sharing among libraries at all levels using TNT as the electronic provider of the service at no cost to the school district.[3,4]

THE FUTURE

Delegates at both the November 1990 New York State Governor's Conference on Library and Information Services and the White House Conference in July 1991 outlined their expectations for school library media center service of the future. At both conferences, delegates insisted that school library media centers be in the forefront of electronic resource sharing through participation in the emerging National Research and Information Network (NREN).

In New York State, the State Library took an important step in that direction when it announced in March, 1991 a joint undertaking with NYSERNet, the mid-level network that will become part of NREN. The State Library and NYSERNet will work together in making it possible for libraries of all sizes, including school library media centers, to become electronic doorway libraries.

TRANSFORMING SCHOOL LIBRARY SYSTEMS

The 1986 annual report of the New York State Library compared the exciting 1984-85 events in which the school library systems were established to six stages in producing a play: *forming, norming, storming, performing, transforming* and *de-forming*. Roberta Cade, director of the Library Development Division was quoted as saying, "The 14-month implementation period was dramatic and important, but the succeeding years of performance are more important." She predicted that "events in subsequent 14-month periods may not be as dramatic" but they will "help ensure a successful, ongoing performance of the systems (and good reviews as they are watched from across the nation)."[5]

Over six years, the systems have gotten good reviews as they have formed, normed, stormed and transformed. Unlike a play that closes, the systems are finding "transforming" a continuing phenomenon. Technology and the statewide library network, the *New Compact*, the Governor's and White House Conferences, and fiscal realities are proving to be transforming. The systems came into being shortly before the State experienced the sharpest economic down turn in recent history. The systems have proved resilient, innovative and effective. What lies ahead?

While it could not produce immediate, needed major increases in State aid for school library systems, Chapter 917 of the *Laws of 1990* affirms the continued support of the Legislature and the Governor to school library resource sharing. There will need to be a growing commitment and infusion of local monies reimbursed by State aid to local districts. Fourteen systems have moved in this direction.

The system directors and members have responded assertively to the action plan outlined in *Library Systems Toward the 21st Century* and the Statewide Network. School library system councils are much involved in system plans and decisions, and they seek to be full partners in *New Compact* initiatives at the neighborhood school, district and BOCES levels. As participants in systems, countless library media specialists have involved teachers and building principals in developing their member plans. These experiences will help them bring library and information resources to bear on *New Compact* plans as faculty and communities seek the materials for a multicultural curriculum and a school program that addresses the needs of children in the 21st century.

Students, teachers and school library media specialists each day use the systems' technology to secure access to materials and information located far beyond the school building. The delivery of efficient, state-of-the-art information services is the collaborative responsibility of Federal, state and local policymakers and school library media specialists can play a challenging role in bringing their schools into 21st century. They can be change-agents, visionaries and leaders in forming partnerships with their school's leadership, the community, businesses, parents and government agencies to assure that children have access to quality research materials and programs. Soon, students of literature, foreign language and cultures, world history, and science, across the world, will communicate with each other via the Internet as a "matter of course" not as a "pilot" project.

School library media specialists, working with and through such national initiatives as AASL's *Information Power* and *America 2000* and New York State's *A New Compact for Learning*, must act as the change agents so that the fires of the access revolution now burning brightly across the state do not flicker — and become a pile of ash.

Polly Stapley, Director of the Livingston-Steuben-Wyoming BOCES School Library System in Mount Morris, sums up the functioning of the school library system: "Like the rings when a stone is thrown into a pond, students, through the school library system, can connect to libraries worldwide. We have the capability to offer an education to our children which is both information-rich and economic."

School library systems in New York State are successfully infusing technology into the school library media center. They look forward to a bright future where technology and access and *Information Power* initiatives will transform the traditional library media center and program into an "electronic doorway library" — accessible from anywhere within the school building, district, community and beyond.

REFERENCES

1 American Association of School Librarians and Association for Educational Technology, *Information Power; Guidelines for School Library Media Programs*, Chicago, American Library Association, 1988.

2 *Library Systems Toward the 21st Century: An Action Plan*, Albany, NY, The University of the State of New York, The State Education Department, New York State Library, Division of Library Development, 1991.

3 *Library and Information Services for the People of a Diverse State, Report of the New York State Governor's Conference on Library and Information Services*, published by the State Education Department, 1992.

4 *Information 2000, Library and Information Services for the 21st Century, Summary Report of the 1991 White House Conference on Library and Information Services*, 1991. 78 p.

5 "School Library Systems: A Case Study in Drama" in *The New York State Library, 1986* (annual report), Albany, The University of the State of New York, State Education Department, New York State Library, 1986. p.18.

BIBLIOGRAPHY

Walton, Arthur L., "The New Compact for Learning ... Implementing the New Compact," *New York School Boards*, New York State School Boards Association, October 1991. pp. 10-17.

Long-Range Plan for Technology in Elementary and Secondary Education in New York State, Albany, NY, The University of the State of New York, The State Education Department, Office of Elementary and Secondary Education, 1990. 65 pp.

Technology & Access: The Electronic Doorway Library, Albany, NY, The University of the State of New York, The State Education Department, New York State Library, Division of Library Development, 1989. 38 pp.

Technology Planning for Improving Schools; ideas and resources for educators in New York State, Albany, NY, The University of the State of New York, The State Education Department, Office of Elementary and Secondary Education Planning, Testing and Technological Services, n.d. 73 pp.

Joseph Mattie *has been school library system program coordinator at the State Education Department's Division of Library Development since 1985. He holds B.A. in History and Master of Library Science degrees from SUNY College at Geneseo and an educational administrator's certificate with coursework done at SUNY Albany. He is the liaison between the Division of Library Development and the Bureau of School Library Media Programs at the State Education Department, regional consultant to the public and academic libraries and systems in the Capital Region and liaison to school library systems in five other regions. He has held various positions in public and school libraries, both public and private. He is currently a member of the American Association of School Librarians Public Awareness Committee and serves as the Library Development Division liaison to New York Library Association's School Library Media Section Executive Board.*

DEVELOPING LIFELONG LEARNERS THROUGH SCHOOL LIBRARY MEDIA CENTERS

By Robert E. Barron

School libraries in New York State started in 1892. "The Laws of 1892 required that 1) the district library be housed in the school and be considered a school library, 2) a school librarian who was a schoolteacher be responsible for care and use of the library, 3) the district raise as much money for library books as it received from the State, 4) the approval by the State superintendent for public instruction of books for purchase prior to receipt of State aid, and 5) annual reports be made to the State superintendent." The law specified "Said school libraries shall consist of reference books for use in the schoolrooms, suitable supplementary reading books for children, or books relating to branches pursued in school, and pedagogic books as aid to the teacher...."[1] Further, "The school library... shall be kept in the school building at all times and shall not be used as a circulating library.... Teachers and school officers or pupils with the leave of the librarian may borrow... any book not needed for reference in the schoolroom but such persons shall not borrow more than one volume at a time and shall not keep the same more than two weeks."[2]

Now, 100 years later, the law requires that every school establish and maintain a school library that meets the needs of the pupils and provides an adequate complement to the instructional program in the various areas of the curriculum. Current law also requires annual reports. The school librarian is now a certified School Library Media Specialist. However, the district today raises far more money to support the school library media program than it receives in State aid specifically for the purchase of print or nonprint school library media resources. The Basic Educational Data Systems Unit of the State Education Department reports that the average per pupil library expenditure statewide for 1988-89 was $18.98. The State aid for library materials has been $2.00 per pupil since 1985 when the Governor first introduced this aid into the budget; it is still the only aid specifically designated for library materials. Each district also determines what library resources will be purchased. There is no State prescribed list that must be used for purchasing these library resources, nor must purchase orders be approved by more than the local board of education.

SCHOOL LIBRARY SYSTEMS

Also gone from the State law and regulations are restrictions on the use of library resources. Now, circulating and sharing library resources is encouraged. The 1978 legislation authorizing pilot school library systems marked the start of today's school library media center participation in large scale resource sharing. Today, school library systems cover the State, each connecting its member schools to information resources throughout the State and nation. Out of the 718 public school districts, only 18 do not belong to one of the 46 school library systems. Thus a student or teacher, through their school library media specialist, can request material from almost any library in New York State and have it delivered to their school library media center. The extent of the resources available and the number of libraries participating in this network makes it unique in the United States.

Each of the 700 school districts (and many nonpublic schools) that have joined the systems has made four key commitments to library resource sharing. First, each must designate a certified school library media specialist to be the liaison between the district and the school library system. This liaison keeps other librarians and staff of member schools informed of school library system policies, procedures, activities and services. The district has to agree that the liaison shall have access to an outside telephone line and photoduplication facilities.

The second requirement is that each member of a school library system shall permit the interlibrary loan of books and other library materials to other members of the school library system or members of other systems with which the school library system has reciprocal agreements, except for materials not otherwise loaned by such member.

The third agreement is that within one year of becoming a member of a school library system, each school district and nonpublic school shall file with the system a plan that shows how district and building library resources and programs meet the needs of students and teachers, and describes the ways in which it proposes to make effective use of the system.

The final requirement for membership is that the per capita local support of the school library media program will not be less than it was in the average of the two preceding years.[3]

The school library systems have shown remarkable growth and they are a powerful ally for the school library media centers they serve. By June 1990 there were more

than 5.2 million monographs in their databases and their interlibrary loans neared half a million annually. 480,359.

REGENTS ACTION PLAN

School library media programs received another boost in 1984 when the Regents adopted the *Action Plan to Improve Elementary and Secondary Education Results*. The Action Plan increased requirements for graduation, put more emphasis on integrated instructional programs K-12 and required that every seventh and eighth grade pupil receives the equivalent of 40 periods a year of library and information skills instruction, which was to be integrated with classroom objectives in all areas of the curriculum. This instruction was to be jointly planned and taught by the school library media specialist with the various academic classroom teachers.

The Action Plan, with its increased requirements, helped to emphasize the role of the school library media center, particularly at the secondary school level. The Education Department allocated funds to develop the *Secondary Library Media and Information Skills Syllabus, Grades 7-12* in order to support the school library program. Unfortunately, this acknowledgement of the importance of school libraries came at a time when the Bureau of School Library Media Programs staffing was at its lowest level since 1966 — only two professionals and two support staff!

INFORMATION POWER

A national focus on school library media programs came in 1988 when the American Association of School Librarians and the Association for Educational Communications and Technology jointly published *Information Power: Guidelines for School Library Media Programs*. This document broadened the mission of school library media centers and set forth three roles for school library media specialists: information specialist, teacher and instructional consultant. In each of these roles, *Information Power* encourages school library media specialists to be leaders and change agents.

LIBRARY POWER

The Reader's Digest Fund made a major contribution to the improvement of elementary school libraries in New York City when it offered $1 million in matching funds over a three-year period beginning in 1989 to create or improve 100 elementary libraries with New York City. The City agreed to provide a full-time library teacher, permanent space for the library, flexible scheduling and parental involvement. In turn the Reader's Digest Fund would help to finance the renovation of the library space, purchase books and train staff. Mini-grants of $500 would be available to support proposals submitted by individual libraries.[4] The project has been so successful that the Fund is looking at other major cities in which Library Power could be replicated.

In spite of various efforts of the New York City Board of Education and other interested agencies to recruit qualified personnel, there remains a critical shortage of certified school library media specialists to staff school library media centers, especially at the elementary school level. This shortage is not limited to New York City, however.

The severe fiscal situation that developed statewide and in many other states at the start of the 1990s, has also affected the full-time staffing of school library media centers with certified school library media specialists. It is ironic that as New York State and the other states, as well as the Federal government, focus their attention on the reformation of education in order to raise the scholastic and work-oriented skills of our high school graduates, libraries are among the first areas that budget and decision makers look at as places to cut costs. Libraries close despite a universal recognition of the vital role they play in achieving educational goals and objectives.

SWEEPING REFORMS FOR LIFELONG LEARNING

These first years of the 1990s have seen the Commissioner of Education put forth the plans for *A New Compact For Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990s*, which the Board of Regents adopted in March 1991.[5] This *New Compact for Learning* has eight strategic objectives and is based on six fundamental principles.[6] The plan involves sweeping reforms in the way children are educated, it urges total community cooperation with increased parental involvement, it suggests more site-based management and participation of teachers and parents in management decisions. Roles are defined for administrators, teachers, parents, business and community and students. There is great emphasis placed on the importance of acquiring the knowledge, skills and values to function effectively in society; the expectation is that all children will read, write, compute and use the thinking skills they need to continue learning by the time they are in the fourth grade or its equivalent; all high school graduates will demonstrate proficiency in English and another language; in mathematics, the natural sciences and technology; in history and other social sciences; and in the arts and other humanities. Students will demonstrate commitment to the core values of our democratic society and knowledge of the history and culture of the major groups that comprise our society and that of the world.[7]

The resources to achieve these objectives should be found in the school library media center. The library is

an accepted given: there will be school library media specialists with a knowledge of the curriculum who have selected appropriate library resources that are housed in a facility equipped, not only with these physical on-site resources, but also with the technology to make off-site resources just as available to meet student and teacher needs. Users will have access to these physical and human resources as needed — before school, throughout the school day and after school hours.

The State Education Department will continue to set statewide goals for education. As the first step in setting these goals, the Regents reexamined the 1984 "Statement of Regents Goals for Elementary and Secondary School Students." They found the 10 goals still valid, but that some needed to be expanded upon to reflect the emphasis contained in the *New Compact For Learning*. Revised objectives[8] 8 and 10 strengthen the role of the school library media specialist (*see box*).

WHITE HOUSE CONFERENCE

The start of the 1990s was also marked by the various state conferences on library and information services as precursors to the national White House Conference on Library and Information Services held in July 1991. In these conferences, librarians made up only one-fourth of the delegates. Members of the general public, elected and appointed officials, and supporters of library and information services constituted the majority of the delegates. The number one ranked resolution that came from the White House Conference called for improvement of library services to youth. This resolution proposed a Federal "Omnibus Children and Youth Literacy Through Libraries Act" that would have several titles or chapters.

The school library services title would 1) establish an office within the U.S. Department of Education responsible for providing leadership to school library media programs across the nation; 2) create Federal legislation to provide demonstration grants to schools for teachers and school library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information; 3) establish grants to provide information technology to school library media centers; 4) require categorical aid for school library media services and resources in any Federal legislation that provides funds for instructional purposes. Commissioner Sobol, speaking directly to the need for school library media centers to have full access to networked resources, also recommended to Congressional Committees during the Conference that the Federal Library Services and Construction Act be amended to bring school libraries into resource sharing networks.[9]

Libraries, and school library media centers in particular, may on the one hand seem invisible or taken for granted, but the fact remains — they are vital to achieve the educational goals of the 1990s and into the 21st century. School library media specialists have an important role to play in developing educational trends nationwide. They must take the initiative in securing their place as planners, doers and change agents of this new era.

REFERENCES

1 Williams, Sherman, *School Libraries, Their History, Development, Present Purpose and Function in Our Educational System*, Albany, University of the State of New York, State Department of Education, 1920. p. 12.

2 *Ibid.*

REGENTS STATEMENTS ON GOALS AND OBJECTIVES

1.8 Determine what information is needed for particular purposes and be able to use libraries and other resources to acquire, organize and use that information for these purposes.

2. Each student will be able to apply methods of inquiry and knowledge learned from the following disciplines....

4. Each student will acquire and be able to apply knowledge about political, economic and social institutions in this country and others.

5. Each student will respect and practice basic civic values and acquire and use the skill, knowledge, understanding and attitudes necessary to participate in democratic self-government.

6. Each student will develop the ability to understand, appreciate and cooperate with people of different race, sex, ability, cultural heritage, national origin, religion and political, economic and social background, and to understand and appreciate their values, beliefs and attitudes.

9. Adds basic skills for living, decision making, problem solving and managing personal affairs.

Objectives 8 and 10 were completely revised.

Objective 8 focuses on being prepared upon graduation from high school to go on to postsecondary education and/or enter career-level employment and lists four subskills requirements.

Objective 10 focuses on lifetime learning and constructive use of such learning.

3 *Excerpts from New York State Education Law, Rules of the Board of Regents and Regulations of the Commissioner of Education pertaining to Public and Free Association Libraries, Library Systems, Trustees and Librarians*, The University of the State of New York, The State Education Department, Library Development, Albany, NY, January 1985, Commissioner's Regulation 90.18. pp. 43-44.

4 The New York Times. "*Altering 'Dismal State' of School Libraries*," November 2, 1989. p.B1.

5 The University of the State of New York, The State Education Department, "*A New Compact For Learning: Improving public elementary, middle, and secondary education results in the 1990s*." Author. March 1991.

6 *Ibid.*, p. 3.

7 *Ibid.*

8 *School Executive's Bulletin*. Office of Elementary, Middle and Secondary Education, The University of the State of New York, The State Education Department, Albany, NY, Summer 1991. pp. DC 2-4.

9 Sobol, Thomas, "Libraries, America 2000 and Education Reform" (statement delivered to the Joint Congressional Hearing on Library and Information Services for Literacy, Productivity and Democracy, July 11, 1991), *The Bookmark*, v49, n4, Summer 1991.

Robert E. Barron *is Chief of the Bureau of School Library Media Programs, New York State Education Department. He has been a part of the Bureau for 26 years.*

MAKING ARRANGEMENTS FOR AUTHOR AND ILLUSTRATOR APPEARANCES

The Children's Book Council has published *Inviting Children's Book Authors and Illustrators to Your Community* to advise school teachers, librarians and others on how to arrange for an author or illustrator appearance. The guidelines include helpful suggestions on determining a realistic budget for the visit, deciding which artists to invite, providing appropriate information to publishers and ensuring everybody knows what is expected of them. The publication includes a directory of CBC member publishers with the name and telephone number of the appropriate person to contact to arrange for an artist visit.

Single copies of *Inviting Children's Book Authors and Illustrators to Your Community* (four pages) are available from the Children's Book Council for a business-size (#10), stamped (1 oz., first class), self-addressed envelope. Write to: Children's Book Council, ATTENTION: Artist Visits, 568 Broadway, Suite 404, New York, NY 10012. Although *Inviting Children's Book Authors and Illustrators to Your Community* is not available in multiple quantities, it may be reproduced without permission or charge for educational or cultural uses.

The Children's Book Council is a nonprofit association of 66 children's and young adult trade book publishers. It promotes national and international literacy efforts and is the official sponsor of National Children's Book Week.

UNDERSTANDING THE MEDIA CONNECTION

By Myron Sywak

The mission of the school library media program, as stated in *Information Power*, is to "...ensure that students and staff are effective users of ideas and information."[1] This is a tall order. The guidelines further assert that this is accomplished by providing access to materials, by providing instruction and by working with educators. It is doubtful, however, if the mere provision of access, whether intellectual or physical, will "ensure" effective use. Indeed, one might well wonder what will ensure "effective use." But the answer to the dilemma may lie in one of the "implications" suggested by the guidelines that the "library media specialist provides an assessment of the potential impact of various technologies and assists educators in making informed decisions about technologies appropriate to specific curriculum needs."[2]

To make an assessment of appropriate technology, the school media specialist must understand how the respective technologies shape the messages they contain and present. Information does not exist in a vacuum; it must always be stored and transmitted in the form of a message that is contained *in* a book, film, video cassette or computer. The connection between the message, how it is formulated, how it is transmitted and how it is presented must be fully understood before effective use becomes a reality.

Marshall McLuhan's idea that media (i.e., technology) shape the messages and may indeed become "messages" in and of themselves is worth consideration when selecting materials in the school media center. Edgar Dale had shown that there was a link between the message and the medium, suggesting that some media are better at presenting certain kinds of messages, while others are better at presenting different types of messages. Dale's "cone of experience" demonstrates graphically how the various media differ in their ability to represent information.[3] Some media represent information in an abstract form, while others are more "realistic" and closer to the "direct purposeful experience." Media specialists must be aware of the different types of media and their ability to represent information to provide the connection students need to learn. For example, the printed text is the most abstract of the media since it relies on symbols to convey its message and requires that the learner memorize those symbols before the message can be comprehended. Hence the printed text is placed at the apex of the cone of abstraction. Other media, such as television and motion pictures, are placed lower on the cone of experience since they are closer to direct experience. At the very base of the cone is placed "direct purposeful experience," that is, learning experiences directly involved with the unmediated experience.

Media specialists understand that media, of and by themselves, are neither "abstract" nor "realistic." Each medium has an inherent nature that makes it more suitable to contain and present some kinds of messages better than it does others. For example, it is not that print media is itself abstract but rather that it forces us to represent our messages about the world in that most abstract form — the alphabet. It is the alphabetic representation of the world that is several stages removed from direct experience and that is what makes it abstract. To understand the abstraction requires a knowledge of the alphabet and the ability to combine the characters to create words and sentences before getting to the information in the message.

On the other hand, motion pictures and television give us the sense of a direct experience, because they depict real people doing real things. The problem with messages presented in this format is that they are susceptible to misinterpretation. The media specialist ensures that the medium selected is suitable for both the content and the student's ability to cope with the level of abstraction in which it functions. They realize that the media do not transmit information; they transmit messages containing information. Consequently, the messages, and the information they contain, must be shaped to fit the medium. Media specialists understand how abstractions impact upon learning once thoughts are formulated into words, then they are using a highly coded and, hence, abstract form of expression.

Pictorial expression, on the other hand, is far more easily accessible, closer to reality and would be considered less abstract. Pictures depend less on prior experience or training to be deciphered. This is not to say that they are not coded or that they do not require some prior knowledge. In order to read, one must know the language and the alphabet. But in looking at a picture, each viewer may have a different interpretation based on their own personal experience. There must be a match between the mode of formulation and the means of expression. If we formulate a thought in words, then we must either speak it or write it. If we formulate a

thought pictorially, then we must draw, paint or photograph to give it a physical existence.

If the only tool we have available is a hammer, problems begin to resemble nails.

It follows logically that the medium selected must be capable of containing that which was expressed and what is needed as a vehicle for learning. For instance, we cannot record pictures on audio tape. The audiocassette is a perfect vehicle for the sounds of the spoken word but not for the written word. The video cassette will accept the spoken voice but it will, by its nature, demand that the voice be accompanied by images.

The medium must be selected with the message in mind. First comes the thought. Then comes the formulation, and then the expression, after which the medium is selected. But, all too often, the formulation depends on the medium of choice. If the message is formulated in words, then the message requires a medium suitable for words. With television, the messages must conform to the medium; that is, they must consist of images supplemented by words.

If the only tool we have available is a hammer, problems begin to resemble nails. What happens when the only medium is the computer? Will all messages be forced into the computer mold?

We are inevitably moving into the computerized age of learning. Every school, every classroom and every library must have not one, but many computers. We hear of the number of computers installed in various locations and are expected to believe those installations where they exist are good and those where they are lacking are bad. In such a case, Marshall McLuhan's dictum that the medium is the message has once again proven to be true. The message that the presence of a computer implies is that where it exists, learning must be taking place; where it does not exist, then there is no learning.

The computer itself is no more capable of ensuring effective learning than are books. McLuhan asserts that until the intrinsic nature of each new medium is fully understood, the content of that new medium was the old medium. Ultimately, however, the nature of the new medium becomes understood and it takes its place among the other media doing what it can do best. Just as there are no universally applicable tools, so there are no universally applicable media.

The connection between learning and the school media center is twofold. In the first place, the school media specialist has the ability to develop a match among the message, the medium, the learner and what is to be taught, i.e., the media specialist must have the knowledge to make the media connections to satisfy the needs of teachers for teaching content while matching the learning styles of students. Secondly, the media specialist must look at the new media, such as the computer, and ask what they can do best in the presentation of information: will the messages be precisely coded and abstract, or will they simulate direct purposeful experiences?

REFERENCES

1 American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs*, Chicago, American Library Association, 1988. p.1.

2 *Op. cit.*, p.11.

3 Dale, Edgar, *Audiovisual Methods in Teaching*, rev. ed., New York, Holt, Rinehart and Winston, 1954. pp. 42, ff.

BIBLIOGRAPHY

American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs*, Chicago, American Library Association, 1988.

Dale, Edgar, *Audiovisual Methods in Teaching*, 3rd ed., New York, Holt, Rinehart and Winston, 1969.

McLuhan, Marshall, *Understanding Media: The Extensions of Man*, New York, McGraw Hill, 1964.

Myron Sywak *is Professor of Library and Information Science in the Palmer School of Library and Information Science, Long Island University. Dr. Sywak is a past president of the Library Educators' Section of New York Library Association. He teaches both library and information science courses with a particular interest in audiovisual technology, semiotics and information theory.*

PROFESSIONAL ORGANIZATIONS, THE LIBRARY MEDIA SPECIALIST AND THE STUDENT

By Helen F. Flowers

We Americans are joiners. The story goes that if two Americans were cast up on a desert island they would immediately organize the American Association of Shipwrecked Persons, draft a constitution, establish a dues structure and begin planning for a national conference. In a profession where constant change is the norm, associations provide the continuing education needed to keep up-to-date on materials, equipment, research, instructional methods, technologies and maintaining a strong connection between library media specialists and students, who as a group are also constantly undergoing change.

Those of us who have been in the field for more than 25 years have seen the collections we manage change from only print materials to the multimedia concept in the late 1960s and early 1970s that included filmstrips, motion pictures, recordings and slides. The next phase we entered included closed-circuit television and the arrival of computers for management procedures. We have had to deal with networking, electronic mail, dial access, online databases and laser technology. Through it all, we have had to make the decisions about how to house materials and equipment, how to make the information accessible to students and faculty, and how to teach our users to access information. Not least, we have had to keep faculties up-to-date on our constantly changing services and resources and their various formats, and the necessity of involving us, the media specialists in their planning for student learning. In addition to all this, we have had to convince our administrators that new media and technology benefit students and teachers so funds budgeted for these changes will improve learning and thus benefit our students. How do we solve these problems? Where do we get answers?

The majority of library media specialists practice our craft in splendid isolation (except for swarming students and faculty), separated from others of our ilk, with few opportunities to discuss possible solutions to the questions just posed. With time at a premium and some library media centers still with no telephones, talking over problems with other media specialists is not a viable option.

Many of the answers we need have come to us through professional associations at the local, state and national levels. Membership in these organizations provide us with the information we must have to keep current so our students benefit from our participation, and those of us who do not afford ourselves of the benefits that flow from membership do our students a disservice by not being fully aware of the latest developments in our field.

Professional associations at the local, state and national levels publish journals and newsletters containing news about what is happening in media centers, results of recent research on topics of concern to us, who is doing an interesting project that we may want to replicate in our own libraries, ideas found to be workable and how the action in the state legislative or Congress will affect our budgets. Reviews of books, periodicals, hardware and software, provide us the information we need to develop our collections. These publications keep us aware of benefits available to us through the association, who the nominees for office are, when and where conferences will take place and ways in which we can participate in the activities of the organization.

Articles on current issues in librarianship help us form our own opinions and decide what positions we will take on these issues. They cause us to reevaluate and refine our philosophies of service to our users, as well as how we view our roles and responsibilities as information specialists, teachers and instructional consultants.

In addition to serial publications, associations publish books, pamphlets, reports, bibliographies, promotional materials and information for such special occasions as National Library Week and Banned Book Week. We find information on what to do when the censor strikes, how to write press releases, compilations of the best films for children and how to apply for grants to fund projects we want to undertake to improve services to our teachers and students.

Tours to visit exemplary library media centers are frequently arranged by professional organizations. Such tours offer us the opportunities to see programs in action and to talk with staff about how they gained space, funding and information. From seeing what others have done, we develop ideas about how we may want to change our facilities and/or services. Tours to other library media centers, taken with an open mind, frequently provide new perspectives on our own operations, and we sometimes come home thinking that perhaps our programs are better than we may have considered them to be. These new perspectives are essential if we are to remain alert to providing our students the best services possible.

Continuing education workshops, for C.E. credit, are frequently offered by professional associations and taught by experts. Workshop focus varies from confer-

ence to conference depending on whatever the current hot topics are. At the 1991 NYLA Annual Conference, there were continuing education workshops on grant writing, collection assessment, managing student and volunteer workers in libraries, and technologies for small libraries. Other workshops were also offered, but these were of special interest to library media specialists. These workshops are in-depth sessions, varying in length from four to eight hours.

Local, state and national associations sponsor conferences from one day to a week in length. Attendees might plan to participate for the entire time or for only a part of the conference, depending on conference activities scheduled and/or how much time they have available. Speakers, often nationally known experts, inform and update us on subjects of concern to us, and authors describe their works and how they came to write them. In many instances, authors are those whose works are in our collections and perhaps favorites of our students. When conferences take place near us, it is often possible to take students with us to the meetings. Several years ago, when Maya Angelou spoke locally, many students came to hear her. After her session was over, she met with the students and chatted with them informally for over an hour. This up-close experience with an author was a meaningful one for the students and one that they remembered for a long time.

Vendors exhibit their latest books, equipment and other materials that we may not otherwise see. They distribute samples, literature describing their materials, and sometimes offer chances on prizes. Producers of materials are aware of those subject areas that are receiving attention in the library community, and they begin early developing resources that meet our new needs. Multiculturalism is a topic that comes to mind as an important new subject we must be concerned with in our collections. Vendors have begun developing materials on this topic and are sure to be exhibiting them at conferences. Visiting a conference exhibit area can be an easy way to see many new products that would be useful additions to our collections.

In a profession where constant change is the norm, associations provide the continuing education needed to keep up-to-date.

The information we get from workshops, speakers and exhibits at conferences is certainly one of the chief reasons for attending a conference, but of equal importance are the opportunities to talk with individuals [fellow professionals] in informal settings. Waiting in the corridors for a meeting to end, in the coffee shop eating lunch, at a session before it begins, we sit with people whom we may not have known before but with whom we find that we have much in common. We can share experiences, ideas, problems, successes and solutions. Contacts we make in this way give us new perspectives on our own jobs and on our work with students. In this way we sometimes make friends whom we see only at conferences, giving ourselves another reason for attending future conferences.

Professional organizations participate in state and national activities creating ways for their members to take part. In the past year, pre-White House Conferences have taken place in most states, and organizations have worked with their members developing position papers on library and information policies at the state level. At the national level, state organizations as well as the American Library Association and its divisions established their priorities, and, by working through their members who were delegates, ensured passage of White House Conference recommendations based on their priorities. The first recommendation debated and adopted by the White House Conference was the Omnibus Children and Youth Literacy Through Libraries Act that contains, among other things, a School Library Service Title calling for the creation of a School Library Media Program Office in the U.S. Department of Education, grants to design resource-based instructional activities, categorical aid for schools library media programs in any Federal legislation that provides funds for education, and Federal incentive programs for states to ensure adequate professional staffing as a first step toward a goal for all schools to be fully staffed by a professional library media specialist and support staff.

The efforts of professional associations to make delegates aware of the need to improve library and information services to children and young people are a concrete example of how participation in professional organization serve the interests of our students.

Both state and national organizations, and some local ones, make available awards and scholarships to their members that help defray conference expenses or the cost of taking university courses in library and information studies to update skills. Students benefit directly from these refresher courses that teach us new techniques, provide new ideas and introduce us to new technologies.

Active participation in professional organizations provide us with opportunities for professional renewal and to refresh our spirits, so that we are able to see our students, our schools and our jobs in a new perspective.

Helen F. Flowers, *library media specialist at Bay Shore High School, is a past president of the New York Library Association. She served as chair of the NYLA Committee on the Governor's Conference, was a member of the Governor's Commission on Libraries and a delegate to both the 1990 New York Governor's Conference on Library and Information Services and to the 1991 White House Conference on Library and Information Services. From 1986-90, she was a member of the Regents Advisory Council on Libraries. Currently, she is a member of the American Association of School Librarians Best Books for Young Adults Committee. Dr. Flowers believes that her students have benefited enormously from her involvement in professional organizations and activities.*

NOTABLE COMPUTER SOFTWARE FOR CHILDREN

The Computer Software Evaluation Committee of the Association for Library Services to Children, a division of the American Library Association, has selected its second list of outstanding microcomputer software programs for use by children. The list is based on programs copyrighted in 1991.

Members of the Computer Software Evaluation Committee were: Civia M. Tuteur, chair, Chicago Public Library; Cecily R. Pilzer, Davis Community Library, Bethesda, MD; Margaret R. Tassia, Millersville (PA) University Department of Library Science; Joanne J. Troutner, Tippecanoe School Corporation, Lafayette, IN; Carol Ann Wilson, Westfield (NJ) Memorial Library; Judy Zuckerman, Yorkville (NY) Library; and Celia A. Huffman, Brook Park (OH) Library. The following is a list of selected computer software and comments from the committee about each.

Kid Pix. Broderbund. 1991. Mac/IBM. At least 1Mb RAM for monochrome systems; 2 Mb RAM for color systems. Can load on hard disk. $49.95 (School Edition $59.95). Young children can easily master this color painting program created especially for kids but enjoyed by all ages. Some of the unique tools include a leaky pen, a drippy paint can, an electric mixer, a firecracker eraser, as well as kid-proof menus. *Kid Pix* stimulates creativity, provides opportunities for language enrichment and includes Spanish/English alphabet option. For ages 3-Adult.

Super Solvers Outnumbered! The Learning Company, 1991. School Ed. IBM $69.95, Mac $79.95, Ages 8-11. *Operation Neptune.* The Learning Company, 1991. IBM $59.95. Ages 10-Adult. Fast-paced adventure games with dazzling graphics challenge youngsters to solve a variety of math word problems. In *Super Solvers Outnumbered!* players explore a TV station in search of the Master of Mischief who is hiding there. Find the room he is in by collecting clues and matching them to the secret code. *Operation Neptune* players navigate a mini-sub in search of scattered pieces of a crashed space capsule. Quick reflexes are needed to maneuver through the undersea hazards. Problems to be solved involve charts, graphs and gauges. Both programs have an on-screen calculator to help compute answers to math challenges.

Treehouse. Broderbund, 1991. IBM. Hard disk drive recommended. IBM requires 640K. $69.95 School Edition. *Treehouse* is an excellent discovery learning program. As youngsters play in the hideaway, they learn about sentence structure, music, animals, as well as money and place value. Excellent animation and superb sound add to the value of the program. For ages 6-10.

Where in America's Past is Carmen Sandiego? Broderbund, 1991. IBM. 512K and hard disk drive required. $69.95 School Edition. That notorious criminal, Carmen, is wandering through United States history. Travel covers nine time periods from 986 A.D. to the present. Reference skills are strengthened by using Penguin Books' *What Happened When*. Clues acquaint youngsters with fashion, folkways, philosophy, science, the arts, sports and other topics. For ages 10-Adult.

COMING IN *The Bookmark*

The next issue of *The Bookmark* will report on electronic doorway library developments in New York State, and the Spring 1992 issue will examine "Libraries, Users and Copyright: Proprietary Rights and Wrongs."

RECENT ISSUES

Summer 1991	Perspectives 1991	Summer 1989	Perspectives 1989
Spring 1991	Family History Resources	Spring 1989	Uncovering Information: Subject Access to Information
Winter 1991	Clarifying and Defining Library Services	Winter 1989	Libraries in the Tradition of Freedom of Expression
Fall 1990	Imagination and the Magic of Libraries	Fall 1988	Serving Business in an Information Economy
Summer 1990	Law Library Service in the 1990s	Summer 1988	Outreach Services
Spring 1990	Conference Briefs	Spring 1988	Youth Services
Winter 1990	New York Library Association Centennial	Winter 1988	Libraries and Technology
Fall 1989	Library and Information Science Education for an Information Society	Fall 1987	Bibliographic Instruction

Please enter my subscription to *The Bookmark* for:

☐ one year *$15* ☐ two years *$28*

My check for $_____ payable to The New York State Library is enclosed.
Please mail *The Bookmark* to:

NAME .....

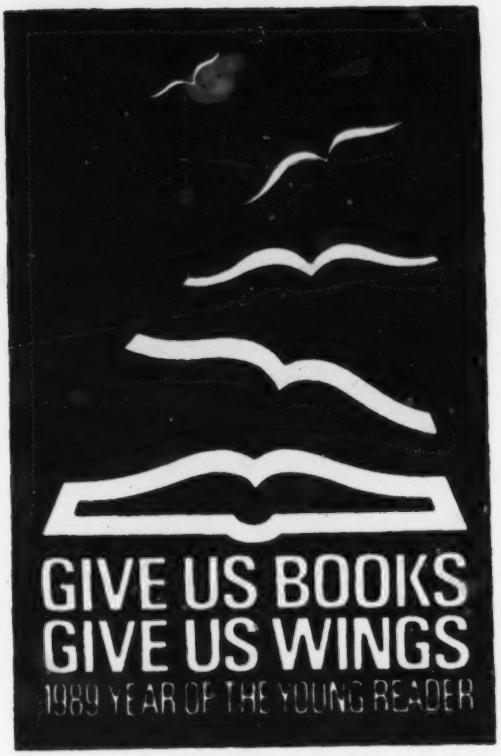
ADDRESS .....

CITY/STATE .....

ZIP CODE .....

Return subscription and check to:

Bookmark Subscriptions
New York State Library
Albany, New York 12230



The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Cultural Education Center, Albany, NY 12230.

All articles in *The Bookmark* are published on the authority of the authors. They do not necessarily reflect the opinion of the editor or the policy of The State Education Department.

Reproduction of articles from *The Bookmark* for educational use, with appropriate attribution of source, is permitted, except that permission to reproduce copyrighted articles must be obtained from the copyright holder identified on the first page of the article.

Credits: In addition to those credited elsewhere in this issue, the following persons helped make this issue possible: Andrew Mace, Editorial Assistant; Myra Albert, who helped with editorial work; and Frances Roscello, Associate in the Bureau of School Library Media Programs, who advised and helped at each stage of the publication. The drawing on page 22 is from a coordinated collection development brochure published by the New York City School Library System. The drawing and bulletin on page 65 is from the U.S. Department of Education Office on Education Research and Improvement. The drawing on page 80 is based on the Chinese characters for "information" and "connection."

New York State Education Department
New York State Library
Cultural Education Center
Albany, New York 12230

NONPROFIT ORG.
U. S. POSTAGE
PAID
Albany, N.Y.
Permit No. 293

017171
92-114

BEST COPY AVAILABLE